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ABSTRACT

First Chance was a demonstration project designed to aid prison inmates in making the transfer from prison to a useful life in society. In this project, two groups of 180 inmates each were tested, evaluated, and selected for prevocational and vocational training in auto-body repair, automobile mechanics, bricklaying, carpentry, electrical appliance repair, maintenance, and welding. Counseling services and a halfway house were also available for the inmates. Only 26 percent of the participants had completed school beyond the eighth grade, and 60 percent had held three or more jobs in the 5 years prior to their conviction. A total of 316 men from the two groups were placed in jobs. The report describes the structural components of the project rather than the problems and solutions to them. (BC)

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FINAL REPORT
PROJECT FIRST CHANCE

ED052289

OFFICE OF EDUCATION
U. S. Department of Health, Education and Welfare
and the
MANPOWER ADMINISTRATION
U. S. Department of Labor

VT010823

SOUTH CAROLINA
DEPARTMENT OF CORRECTIONS
POST OFFICE BOX 766
COLUMBIA, SOUTH CAROLINA
29202

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ABSTRACT

PROJECT FIRST CHANCE

AN EXPERIMENTAL AND DEMONSTRATION MANPOWER PROJECT

LOCATED AT

THE SOUTH CAROLINA DEPARTMENT OF CORRECTIONS

1515 GIST STREET

COLUMBIA, SOUTH CAROLINA 29202

FUNDING AGENCIES

THE UNITED STATES DEPARTMENT OF LABOR

82-43-66-98

THE U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

S.C.(MR) 6101-000

This report on a special manpower project was prepared under a contract with the Manpower Administration, United States Department of Labor, under the authority of the Manpower Development and Training Act. Organizations undertaking such projects under Government sponsorship are encouraged to express their own judgement freely. Therefore, points of view or opinions stated in this document do not necessarily represent the official position or policy of the Department of Labor.

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A

Previous studies of the inmate population of the South Carolina Department of Corrections have revealed the following data. Over 43 per cent of the inmates were previously employed as unskilled laborers, service workers, or construction laborers. Also, over 58 per cent claimed to have an eighth grade education or less. In addition, first offenders comprise 40.44 per cent of the inmate population and second offenders 26.17 per cent.

These startling results, when combined with other social data, reveal that the vast majority of the inmates are poorly equipped to deal with the problem of earning an adequate living following their release. They also indicate that a large portion of the inmate population has not yet reached a point beyond which they cannot be rehabilitated and made productive members of society.

Examination of inmate records show that a great percentage have some backgrounds which are not conducive to their remaining out of prison following their release. It was further noted that a large number of these inmates are in prison long enough to permit the completion of a program of basic education and vocational training.

Job surveys at the local, state, and national level have shown that there is a great discrepancy between the present skills of the inmate population and those in demand in the present labor market. The increasing demand for highly skilled workers does not improve an inmate's prognosis for success upon release.

B

To enable the inmate to meet the demands of modern-day living, an extensive vocational training program must be undertaken. It is also obvious that a basic education is necessary to the inmate's success in vocational training and in later life. An inmate armed with a sound basic education and a trade is much more adequately equipped to become a productive member of society than one who remains uneducated and untrained. Studies have shown that South Carolina consistently ranks near the bottom in average years of education for its citizens and that a very large portion of draftees fail to meet the army's mental requirements.

Some employers might hesitate to give a former inmate work if the man was well-trained and highly skilled. Also, many of the inmates lack job-hunting experience as well as actual work experience. Only a far-reaching program designed to meet all the needs would be of value in rehabilitating these inmates.

Project First Chance was designed to aid the inmate in making a successful adjustment by meeting economic, educational, and social needs. This project aims to demonstrate that a strong vocational and educational background, coupled with a Halfway House and the provision of social services, can enable an inmate to become a productive member of society.

One aim of penology is the protection of society through the incarceration of offenders. It is the aim of Project First Chance to protect society by bringing about a change in behavior after release.

C

The objectives of Project First Chance are:

I. Recruit, test, counsel, evaluate, and select 180 inmates for pre-vocational training and vocational training in automobile body repair, automobile mechanics, bricklaying, carpentry, electrical appliance repair, maintenance, and welding.

II. Train, provide job placement, and social services for selected inmates and their families while they are in the institution.

III. Provide environmental and psychological support in the form of a "Halfway House" and family services for released inmates.

Develop a research design which will enable us to evaluate the effectiveness of the project.

The first objective was met by locating inmates who were eligible for release at the approximate time the course was to be completed by:

1. Checking and inspecting individual records
2. Taking into account such factors as holds, blood time, and good time.
3. Investigating detainers on certain men and inquiring into the possibility of having them dismissed.
4. Administering, scoring, and interpreting various achievement, aptitude, personality and achievement tests.
5. Counseling with, evaluating and selecting trainees.

D

The second objective was met by:

1. Providing a strong Adult Basic Education program.
2. Giving vocational training in eight specific skills at a level commensurate with a man's ability.
3. Placing each graduate in a job upon his release.
4. Making available the services of Vocational Counselors.

In order to meet the third objective, the following services were provided:

1. A transitional residence where a man could have room and board until he could find his own lodging.
2. Family and Social Services which ranged from employment counseling to supportive therapy.

The effectiveness of the program was determined by comparing and analyzing the following groups:

Group I - Subjects who have participated in the Vocational Training Program and who are not given further services.

Group II - Subjects who have participated in the Vocational Training Program and who are utilizing both auxiliary services, i.e., the "Halfway House" and family services.

Group III - Subject who have participated in the Vocational Training Program and are utilizing only the "Halfway House".

Group IV - Subjects who have participated in the Vocational Training Program and are utilizing only family services.

Group V - Subjects who have not participated in part of the program, but who could have qualified.

A look at the characteristics of the population which made up Project First Chance makes one wonder how the Project was complet at all. This project was one of the first of its kind to operate within a penal institution. Consequently, not only were most trainees from low income families, but all of them were felons.

E

Only twenty-six (26) per cent of the trainees had completed beyond the eighth grade when they entered training, while seventy (70) per cent had to repeat at least one grade. Seventy-two (72) per cent reported regular church attendance (at least two meetings a month) as a child, but only nineteen (19) per cent reported regular church attendance in the two years preceding their current offense.

Sixty-seven (67) per cent of our trainees came from towns or cities of ten thousand or more people. Sixty-four (64) per cent had electricity, indoor plumbing and an indoor bath. Sixty (60) per cent held three or more jobs in the five years prior to their present convictions, and thirty (30) per cent of these had six or more jobs.

These are stories of success and stories of failure to be told in a project of this nature, but the figures show that nearly twice as many members of the control group returned to prison. Church attendance was significantly greater among the members of the experimental groups. In addition significantly more graduates than non-graduates held jobs.

These data all combine with the change in attitude and increased morale of the entire inmate population to make Project First Chance an unqualified success.

F

DATA SUMMARY

Date of Compilation: June 30, 1969

	Cycle I	Cycle II
Starting Date:	August 1, 1966	December 1, 1967
Completion Date:	November 30, 1967	February 28, 1969

Joint Funding By:

United States Department of Labor
Manpower Administration
Contract No. (82-43-66-98)

and

The Department of Health, Education
and Welfare
Manpower Development and Training Act
SC(MR) 6101-000

Features:

Vocational Training Courses
Adult Basic Education Classes
Intra-Institutional Counseling
(group and individual)
Transitional Residence
Employment
Social Services Follow-Up

Location:

South Carolina Department of Corrections
1515 Gist Street
Columbia, South Carolina 29202

G

		Cycle I	Cycle II
Facts and Figures:	*Total Enrolled	216	283
	Obligation	180	200
	Graduated	168	168
	Per Cent of Obligation Graduated	93.3	84
	Average Number of Graduates Per Class	18.7	16.8
	Recidivists	20	6
	Social Services Only	14	-
	Halfway House Only	15	-
	Receiving None	15	-
	Receiving Both	13	-
	Not Released	7	12
Graduation Record:	Auto Body Repair and Painting	19	17
	Auto Mechanics	19	21
	Bricklaying and Masonry	40	39
	Carpentry (Construction)	19	16
	Electrical Appliance Repair	19	15
	Maintenance (General)	16	15
	Welding (Combination)	36	33
	Radio-TV Repair	-	12
Employment:	Number of Men Placed	160	156
	Total Placements	293	194

* A number of trainees were removed from training for disciplinary reasons or for their own safety.

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JUNE 30, 1966 TO JUNE 30, 1969

U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE
OFFICE OF EDUCATION
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PREFACE

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PROJECT FIRST CHANCE

E & D STAFF

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Project Director

Capers O. Brazzell
Researcher

George E. Ashford, Jr.
Social Worker

Mrs. Celeste G. Wheless
Social Worker

Miss Linda Rourk
Secretary

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Automobile Body Repair

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Leo Foster Sloan
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Automobile Mechanics

Hazel D. Porter
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Maintenance

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Radio-Television Repair

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Principal

Kyuzo Miyaishi

Joe G. Goss

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I. OVERVIEW OF THE PROJECT

A. Need for the Project

Previous studies of the inmate population of the South Carolina Department of Corrections have revealed the following data. Over 43 per cent of the inmates were previously employed as unskilled laborers, service workers, or construction laborers. Also, over 58 per cent claimed to have an eighth grade education or less. In addition, first offenders comprise 40.44 per cent of the inmate population and second offenders 26.17 per cent.

These startling results, when combined with other social data, reveal that the vast majority of the inmates are poorly equipped to deal with the problem of earning an adequate living following their release. They also indicate that a large portion of the inmate population has not yet reached a point beyond which they cannot be rehabilitated and made productive members of society.

Examination of inmate records show that a great percentage have some backgrounds which are not conducive to their remaining out of prison following their release. It was further noted that a large number of these inmates are in prison long enough to permit the completion of a program of basic education and vocational training.

Job surveys at the local, state, and national level have shown that there is a great discrepancy between the present skills of the inmate population and those in demand in the present labor market. The increasing demand for highly skilled workers does not improve an inmate's prognosis for success upon release.

To enable the inmate to meet the demands of modern-day living, an extensive vocational training program must be undertaken. It is also obvious that a basic education is necessary to the inmate's success in vocational training and in later life. An inmate armed with a sound basic education and a trade is much more adequately equipped to become a productive member of society than one who remains uneducated and untrained. Studies have shown that South Carolina consistently ranks near the bottom in average years of education for its citizens and that a very large portion of draftees fail to meet the army's mental requirements.

Some employers might hesitate to give a former inmate work, even if the man was well-trained and highly skilled. Also, many of the inmates lack job-hunting experience as well as actual work experience. Only a far-reaching program designed to meet all the needs would be of value in rehabilitating these inmates.

Project First Chance was designed to aid the inmate in making a successful adjustment by meeting economic, educational, and social needs. This project aims to demonstrate that a strong vocational and educational background, coupled with a Halfway House and the provision of social services, can enable an inmate to become a productive member of society.

One aim of penology is the potection of society through the incarceration of offenders. It is the aim of Project First Chance to protect society by bringing about a change in behavior after release.

B. Objectives

The objectives of Project First Chance are:

I. Recruit, test, counsel, evaluate, and select 180 inmates for pre-vocational training and vocational training in automobile body repair, automobile mechanics, bricklaying, carpentry, electrical appliance repair, maintenance, and welding.

II. Train, provide job placement, and social services for selected inmates and their families while they are in the institution.

III. Provide environmental and psychological support in the form of a "Halfway House" and family services for released inmates.

IV. Develop a research design which will enable us to evaluate the effectiveness of the project.

C. How We Planned to Meet the Objectives

The first objective is met by:

Locating inmates who are eligible for release at the approximate time the course will be completed by:

1. Checking and inspecting hundreds of individual records.
2. Taking into account factors such as holds, seven day credits, blood time, and good time.
3. Investigating detainers on certain men and inquiring as to the possibility of these detainers being dismissed.

Administering, scoring, and interpreting various achievement, aptitude, personality, and intelligence tests, batteries, and inventories such as:

1. California Achievement Tests
2. General Aptitude Test Battery
3. Minnesota Multiphasic Personality Inventory
4. Kuder Preference Inventory
5. General Aptitude Test Battery
6. Edwards Personal Preference Schedule

Counseling with, evaluating, and selecting vocational trainees through:

1. Personal interviews and staff conferences.
2. Assessment of inmates ability to achieve in particular vocations.
3. A selection process which includes the instructors observations and opinions, test evaluations, and the inmates own particular preference.

In order to meet the second objective we will provide:

Academic enrichment for every student for two hours per day.

1. Classroom teaching for grades 1 - 4.
2. Programmed learning for grades 4 - 12.
3. Re-testing every three months should indicate progress.
4. Elementary school certificates and high school diplomas are our goals.

Vocational training in seven specific skills at a level commensurate with a man's ability for six hours per day.

1. Theoretical knowledge of trade taught with books, visual aids, and programmed techniques.
2. Practical experience will supplement theoretical knowledge. New and modern equipment is available to all instructors and students.
3. Instructors, under the supervision of the State Department of Technical Education, have been recruited on the basis of their success in their related field and are capable of giving a high quality of instruction.

Job placement for inmates upon release in jobs related to their training by:

1. A joint and co-ordinated relationship with the Employment Security Commission.
2. Utilizing the help of the Public Offender's Project for maintenance, travel expense, and tool expenses for releasees.
3. Exploiting the vast array of services available to released offenders as offered by the Depart- of Vocational Rehabilitation.

4. Reaching out and developing job placements by our own vocational and social work staff members through contacts with individuals, business, and industry.

Counseling and/or Social Work Services

1. Utilize insight oriented techniques to help achieve limited understanding of the nature, causes, and consequences of their behavior in respect to specific interpersonal situations (home, job, etc.)
2. Help the members of the inmates' families to recognize their responsibility to readjustment after release.
3. In key interpersonal relationships in which an inmate is experiencing difficulty, to counsel with the contact person to improve that relationship (i.e. employer, fiance)
4. Locate and assess needs in inmate's situation which may be solved by referral (i.e. Department of Public Welfare, Family Services, Private Agencies, Alcoholics Anonymous, Mental Health and Medical Clinics, churches, etc.) and use cooperative casework with other agencies to meet the correct needs of the inmate and/or his family.
5. Obtain record, and interpret background information: causative and/or contributive factors which led to inmate's anti-social behavior.

The third objective will be met by providing:

Halfway House

1. Room furnished by the Project.
2. Board furnished by releasees.
3. Atmosphere of home to be warm and accepting with a minimum of authoritative controls.
4. Group oriented counseling and controls used.
5. Purpose is to bridge the gap between institutional life and life in a free society--to help released offenders to make the transition with a minimum of trauma.

Family and Social Services

1. Visitation and counseling with releasee.

2. Interviews and counseling with parents, relatives, friends, etc. of releasee.

3. Phone calls, letters, and personal contacts made with releasees.

4. Social, psychological and job placement support given to releasees on a directive and nondirective basis.

As a means of determining the effectiveness of the vocational and auxiliary services of the following groups will be analyzed and compared:

Group I - Subjects who have participated in the Vocational Training Program and who are not given further services.

Group II - Subjects who have participated in the Vocational Training Program and who are utilizing both auxiliary services, i.e., the "Halfway House" and family services.

Group III - Subject who have participated in the Vocational Training Program and are utilizing only the "Halfway House".

Group IV - Subjects who have participated in the Vocational Training Program and are utilizing only family services.

Group V - Subjects who have not participated in part of the program, but who could have qualified.

D. Statement of Effectiveness

The first cycle of Project First Chance graduated one-hundred and sixty-eight (168) men, while the second cycle graduated one-hundred and sixty-eight (168) men. This is a total of three-hundred and thirty-six (336) men for an overall completion record of 88.4% of our obligation.

Since their release these graduates have compiled a truly amazing record. Their recidivism is only twelve per cent (12%) as compared to the national average of over thirty-five per cent (35%). Many of them have stuck to the same job we provided for them upon their release.

Every man who graduated from Project First Chance held at least one job, and the average hourly wage was $1.85 an hour as compared to an average hourly wage of $1.18 prior to incarceration. The average time spent working was only twenty-one (21) weeks prior to incarceration, while the average time our graduates worked was forty (40) weeks. If a straight ten per cent deduction was applied, this would mean that each graduate paid the United States Government $292.80 rather than drawing Social Security or Welfare benefits or staying as a penal institution at the expense of society.

II. Administration and Staff

A. E & D Staff and Their Duties

Project Director:
It shall be the responsibility of the Project Director to conduct the Project in such a manner that a full range of rehabilitation services will be available to, and provided for the trainees. He will coordinate all the activities of the Project's personnel with those of other rehabilitation, personnel, and community agencies. Decisions regarding professional practices, administration of the staff personnel, policy and staff regulations shall originate in the office of the Project Director. He will be responsible for the

inauguration of a research effort which will be coordinated and carried out by the Project personnel in accordance with the plans outlined in the project proper.

Social Workers:
Under the direction of the Project Director, the Social Workers provide social services to all trainees active in the Project. They serve as members of the screening and evaluation team, and provide social services as needed during the training and rehabilitation of the trainees. They are especially helpful in dealing with problems relating to the family and home situations that would effect the employment and adjustment situation of the trainees. They assist in the research program by gathering data associated with the social aspects of the trainees and their respective families.

Researcher:

This staff member also works under the general supervision of the Project Director. He consults with the other staff members and assists them in research methods appropriate to the research design and efforts. He's responsible for Data Processing, Analysis, and Statistics. It is also his responsibility to prepare pamphlets and manuals and to write all reports. Supervising the testing program is another of his duties.

B. Training Staff and Their Duties

Vocational Superintendent:
The Vocational Supervisor must have a minimum education of a Master's Degree plus five years experience in Vocational Administration. The Vocational Superintendent acts as a Project Director's Assistant in coordinating the vocational phase of this project with the total projects. In addition he offers technical assistance to the vocational course instructors as well as any other assistance which might prove beneficial in promoting harmony and efficiency within the Project.

Vocational Counselors:
The Guidance Counselors should be certified in the area of Guidance, with a minimum of a Master's Degree. The Vocational Counselors are assigned the responsibility of interviewing and counseling trainees or potential trainees. They work directly with the trainees in helping them to

prepare for work in their chosen fields. They review the personal, educational, and occupational histories to provide information for vocational planning. The Vocational Counselors have no administrative responsibility and work under the immediate supervision of the Vocational Supervisor, unless specifically assigned to a position requiring other supervision.

Vocational and Adult Basic Education Instructor: The instructors teach their assigned courses in accordance with the philosophy and methods outlined in Appendix A, the Project First Chance Curriculum Bulletin.

C. Interagency Cooperation

The proposal for Project First Chance called for close coordination of activities with the Employment Security Commission. This agency has assisted us by providing training for our testing personnel, preparing the inmate payroll, and finding employment for our graduates.

Agencies which contributed background data on our trainees include: the Department of Public Welfare, the Juvenile Domestic Relations Court, the South Carolina Department of Mental Health, the John G. Richards Industrial School and the John De La Howe School.

Post-release adjustment was greatly aided by the Agency for Vocational Rehabilitation which provided follow-up data, job placement, subsistence allowances and tools for our graduates. The Alston Wilkes Society assisted in job placement and took over our transitional residence when the grant expired.

D. Problems and Recommendations

The major problem facing any beginning program is recruiting qualified staff members who will be willing to work inside a prison. We recommend that a talent search be started six months to a year prior to the time the grant is to become effective. The entire E & D staff should be involved in determining how to best implement the experimental design.

A psychometrist, at least on a part-time, fee-paid basis, should be hired. This staff member shall have a minimum of a Master's Degree in Psychology, with approved supervised experience in testing and measurement. He shall serve as a resource means for students, instructors, or administrative personnel who seek assistance with problems related to the fields of testing and measurement. He will test trainees and interpret this information for the professional staff. The test results will be used by the Vocational Counselors for better assessment of the vocational skills and needs as well as for research data.

A second vital addition to the staff would be a Job Placement Officer. This man should have a Bachelor's Degree in Business Administration and be experienced in meeting the public. His duties shall include preparing a booklet showing the capabilities of graduates, relating prior successes and giving figures on availability of graduates. He will be involved in meeting representatives of business and industry and coordinating placement activities with the Employment Security Commission, Vocational Rehabilitation, and other agencies.

Another helpful addition to the staff would be a Psychological Consultant. Academic qualifications for this part-time, fee-paid staff member will be a minimum of a Ph.D. in Psychology. He will work directly under the supervision of the Project Director. He will assist in case conferences and also in recommending the most effective type of psychological examinations for the purpose of rendering rehabilitation services and conducting the research effort.

We feel that having these additional personnel will prevent the problem of overlapping job responsibilities. Rehabilitation of inmates is difficult even without an additional work load brought about by working with a skeleton staff.

Communications in a project of this nature are vital. For this reason we recommend weekly meetings of the E & D staff, bi-weekly meetings of the training staff, and bi-weekly joint meetings. The Social Workers, Vocational Counselors, and the Researcher will find it necessary to communicate more often than this.

III. Recruitment and Selection

A. Methods of Recruiting

A powerful recruiting program must be carefully planned, rapidly initiated, and dynamically carried out before any M.D.T. program will succeed inside prison walls. The Vocational Counselor becomes the pivotal figure in this program. He must use every resource available including the existing education program, prison industries, and examination of endless records.

Recruiting involves establishment of rapport with both the inmate population and the prison staff. Liaison with the prison staff should be maintained at all levels from Warden to Correctional Officer.

A strong recruitment program is one of the most important features of any M.D.T. program located in a correctional setting. The first step in such a program is gaining the support of the correctional staff. This must be done before the training project begins or it will fall flat on its face.

The second vital step in any recruitment program is gaining the confidence of the inmate population. This, too, is a necessary but not a sufficient condition. It can best be accomplished by setting a clear-cut, forceful policy and adhering to it firmly but justly.

Once these hurdles have been overcome, recruitment becomes dependent on publicity, having application blanks in convenient spots, and the personality of the Counselor.

At Project First Chance we began by putting application blanks in the Department's bi-weekly newspaper (see appendix). Receiving boxes were placed in strategic locations throughout the institution. Basic Education classes were visited by staff members who explained the program. In the final analysis the most effective method of recruiting was the face-to-face interview between the potential trainee and the Vocational Counselors. Most of our men were recruited by the latter method after intensive examination of large numbers of records.

B. Testing and Selection Overview

In many states the Employment Security Commission assumes the task of determining who will be allowed to enter vocational training and for what course he may be best suited. If this is the case, then the only testing program required will be one of achievement and personality testing once the man has been selected. However, this testing section has been written to include the broader case where both screening prior to admittance and testing during training are required.

Testing and selection perhaps can be considered the most vital parts of an M.D.T. program. Only with a properly planned, well-executed testing program can potential trainees be screened and the progress of those admitted be measured.

There are many tests available to anyone who wishes to invest in them; therefore, it is our suggestion that the staff first recognize a need before considering the purchase of any tests. Project First Chance uses tests to determine a man's aptitude for vocational training, to discover some of the aspects of his personality, to find out his educational achievement level and to measure his advancement.

The first step in planning any testing program is two-fold: hire a qualified Psychometrist and contact a Test Consultant. The Psychometrist should have at least a Bachelor's Degree, preferably in Psychology. The Test Consultant should have a Doctorate in Psychology or Education.

The men in charge of planning the testing program should consult the M.D.T. guidelines and the Employment Security Commission (ESC) in order to see what they use to determine a man's eligibility for vocational training. Other M.D.T. programs are also a good source of ideas for tests of this nature. Project First Chance relies heavily on the General Aptitude Test Battery (GATB) as a screening test, and training in administering and scoring the GATB is available at most local ESC offices.

Personality tests can be valuable in both selection and counseling, and the services of the Test Consultant can prove invaluable in selecting them. We use both the Minnesota Multiphasic Personality Inventory (MMPI) and the Edwards Personal Preference Schedule (EPPS), but there are a large number of tests available which might better suit the needs of a specific program. Vocational Rehabilitation has been of great aid to us in finding jobs and obtaining tools for graduates, and the MMPI has proved helpful in deciding which men are eligible to receive their services.

Intelligence tests are also useful in determining eligibility and deciding on the particular course a trainee will follow. For example, a man with an IQ of below sixty (60) has almost no chance of ever reading beyond a fifth grade level, while a man with an IQ of around 110 may one day be able to assume some managerial responsibility. Our Project currently uses the Wechsler Adult Intelligence Scale (WAIS), the Revised Beta, or the California Test of Mental Maturity as an indicator of intelligence, and we have ordered what we consider a more culture-fair test, the Pictorial Reasoning Test published by Science Research Associates, Inc.

Representatives of firms which publish tests are always happy to assist in setting up a testing program and selecting the tests which will best suit the needs of individual institutions. Most of these first will send catalogues upon request. Tests should be ordered at least six (6) weeks in advance to be sure of delivery.

All test materials (tests, answer sheets, examiner's manuals, scoring keys, pencils, etc.) should be placed under lock and key in a central storage location. As soon as test materials are received from publishers and the order verified, each test booklet should be carefully numbered. For example, suppose thirty-five (35) copies each of Forms W and X of the Elementary level of the California Achievement Tests have been received. The Form W's could be numbered from one (1) to thirty-five (35) with a red marking pencil, and the Form X's could then be numbered from one (1) to thirty-five (35) with a green marking pencil before they are filed. A careful system of numbering makes it possible to keep track of all tests at all times.

It is further suggested that a complete test inventory be kept in the storage center and the Psychometrist's office. Also, a written record should be kept of any testing materials which are removed from the storage center.

Inmate cooperation has been better since a simple explanation of the testing program was included as part of their orientation. The way we do this is shown in Appendix B, the Project First Chance Orientation Pamphlet. The trainees should understand that testing is not only necessary, but compulsory.

The key to a good testing program is organization, and for this reason, the Psychometrist should be placed in sole charge of testing. If no provision has been made for a Psychometrist and one of the staff members has training in testing, then he should be allowed to devote at least one-half of his time to the testing program, and arrangements should be made for assistance in scoring, interpreting, and recording test results. It should be he who decides which test is to be given when, and to whom. Then he should make arrangements for a testing site. We try to expedite testing by taking as large a group as possible, because this cuts down on both the testing time spent by the Psychometrist and the number of times the instructors have their classes interrupted.

At least one week in advance, the Psychometrist should notify all instructors, testing personnel and inmates involved of the date, time and site of the next test. Memos should be sent to all instructors and also displayed prominently on bulletin boards. The test should be scheduled to allow at least 30 minutes to get all the men together and have them seated in the testing room. This also allows time to explain testing procedures and answer questions which may arise.

Cheating can be virtually eliminated if care is taken in planning the seating arrangement. For example, The California Achievement Test has four (4) forms for the elementary level. By placing the desks far enough apart and alternating the different forms of the test, hardly any information on answers can be passed from examinee to examinee.

A blackboard is a necessity in explaining how to fill out the top of the answer sheet with such information as name, date of birth and test date. It is also helpful in showing how to mark the answer sheet. When a test is to be administered, full marking instructions should be given using the blackboard, and the Psychometrist should repeat the instructions and make sure everyone understands them. If marking instructions are on tape, they should be explained with blackboard illustrations first. Then the taped instructions should be played, the tape recorder stopped, and any questions answered or misunderstanding cleared up. Careful explanation of instructions prevents later interruptions for questions and helps insure the validity of the test.

The purpose of the test should be explained and any questions answered before the test booklets are passed out. Stop after a few minutes of testing time has elapsed and be sure everyone understands how to mark the answer sheets. Test publishers do not guarantee the validity of their instruments unless the directions are read and followed exactly, and this rule must be observed.

Hospital excuses and detention in maximum security should be the only acceptable reasons for a trainee to miss a testing session. The Psychometrist should keep a record of all those who do not take a particular test and add to this list the names of all those men who enter the program after the test is given. When the list of names is large enough, that test may be administered again.

Another way of keeping track of who has had what test, is by means of a glance board. Project First Chance keeps a separate board for each of the eight vocational training courses on which are recorded such things as: name, number, date entered program, latest CAT scores, GATB scores, date took MMPI and experimental group assignment. Having all this information in a central location makes it much easier to organize a testing program and disseminate the results.

While some institutions will have access to machine-scoring services it is assumed that the majority will hand-score their answer sheets. Scoring stencils often come with each package of answer sheets, but may be ordered separately.

The Psychometrist should be in charge of scoring all tests. It is impossible for him to do all scoring, then he should carefully train and supervise others who perform this function.

Test results should be returned rapidly, but care should be taken to see that these scores are given to the proper people. For example, achievement test scores may be returned to the men and their instructors, but personality test results should be reserved for Counselors and Social Workers, to be released at their discretion.

Remember, test results are no good unless they are properly interpreted and then used.

C. Problems and Recommendations

Before selecting an achievement test for basic education, the Psychometrist and the Test Consultant should talk with representatives of the school at the institution and find out what they are using. If this test is satisfactory, then it may be possible to arrange a cooperative testing program. When choosing an achievement test, it is recommended that one be selected which gives grade-equivalent scores so that both teachers and students can more readily understand test results. At the present time Project First Chance is using the California Achievement Tests (CAT).

Each Vocational Instructor should be responsible for keeping an individual record of the progress of the trainees in his class. While we recommend that all the instructors use the same grading scale and rate trainees on the same factors, we realize that each instructor will have to determine the content of his tests (for a complete statement of grading procedures see the Curriculum Bulletin).

Before any testing begins it should be the responsibility of the Psychometrist to become totally familiar with administering, scoring and interpreting the test to be used.

In order to ensure the willing cooperation of the Vocational and Educational Instructors and the Vocational Counselors, the whole testing program should be explained to them during their orientation or in-service training.

We recommend that tests such as the MMPI and the EPPS be administered to large groups of inmates by means of a tape recording. Test booklets should be kept handy for those who object to taking the test by tape, but the two methods of taking the test should not be allowed in the same room at the same time.

If the test can be completed in one sitting, we suggest that it be given on a Tuesday, Wednesday, or Thursday morning. In addition, if the date of the test falls near the end of a pay period, pay after the test is over.

The Psychometrist should also make arrangements to have all testing materials ready well in advance of the proposed date. The proper number of test booklets and answer sheets, at least two (2) pencils per man, and scratch paper (if necessary) should be gathered before the day of the test. A blackboard is essential for explaining how to fill out and mark the answering sheets. For many test situations a stop watch or some other interval timer is also required. We further recommend that at least one proctor be present for each thirty (30) examinees. For purposes of keeping down talking and preventing interference with the test performance of the less capable and the followers, separate close friends and cliques.

Two other hints may help expedite the matter of testing. First each examinee should place the number of his test booklet on his answer sheet. Second, in a long test such as the MMPI, it is good to give a ten minute break every hour.

When the test is over, all test booklets and answer sheets should be counted before allowing the men to leave the room. Have two men (other than the Psychometrist) to help take up pencils and test booklets. Numbered test booklets speed up the counting process, allow both examiner and examinees to finish the testing session a little faster, and aid in preventing theft.

The answer sheets for most tests should be destroyed when they have been scored and recorded. For recording purposes we recommend a single sheet with space for all test results (see Appendix D, the Project First Chance Psychometric Data Sheet). Our psychometric data sheet also provides some space for previous test results and leaves room for a terminal interview by the Social Workers.

IV. Training

A. Overall Survey

The first cycle of Project First Chance ran from August 1, 1966, to November 30, 1967. During that period we enrolled 216 men in the seven courses and graduated 168. This is a completion record of 93.3% of our obligation (180). The average number of graduates was 18.7 per class. The men in the project also attended Adult Basic Education Classes, received intra-institutional counseling (group and individual), had an opportunity to stay in a transitional residence, and were found at least one job. In addition selected students were followed up by Social Workers and provided with any needed services.

The second cycle of Project First Chance ran from December 1, 1967, to March 31, 1969. An eighth course was added during that period and 283 men were enrolled. A total of 168 men graduated, or 84% of our obligation (200). This is an average of 16.7 graduates per class.

Combining the results of the first two cycles reveals that Project First Chance has trained and made available to the labor market 328 men who would have been forced back into the same vicious cycle of events which caused them to be incarcerated. For the two cycles an average of 17.8 men per class were graduated.

B. Vocational Training Courses*

1. Auto Body Repair - 002

a. Summary of Activity

A total of thirty-six (36) men, nineteen in the first cycle, were graduated from the Auto Body Repair Class. This is a completion record of ninety percent or an average of eighteen graduates per class.

Space in which to work proved to be the major hindrance to this class. We would like to recommend that future classes have space for at least five cars in separate stalls, thus enabling the instructor to assign a crew to a given auto or truck as soon as it enters the shop and have them begin working on it immediately. In this way all the men in the class will have an opportunity to work on a variety of types of wrecks.

2. Auto Mechanics - 003

a. Summary of Activity

The Auto Mechanics class was the only one with a completion record one-hundred per cent. Nineteen men graduated from the first cycle and twenty-one from the second cycle for an average of twenty graduates per class.

In this class also, space was a major problem. It is our recommendation that about ten areas be marked off to handle each of the major curriculum divisions such as chassis and frame, tune-ups, or the electrical system. Each student could then be assigned to an area for a specific period and handle all vehicles coming to his area.

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* Curricula of all courses are outlined in Appendix A.

3. Brickmasonry - 004

a. Summary of Activity

A total of seventy-nine men, forty in the first cycle and thirty-nine in the second cycle, have graduated from the Brickmasonry course, a greater number than graduated from any other class. This course along with welding, required only six months for completion. This class's completion record was ninety-eight point eight per cent, second best in the Project, for an average of nineteen point eight students graduated per class.

b. Problems and Recommendations

One of the biggest problems facing a class of this nature is the need for both an inside classroom and an outside working area, especially at the beginning of training. An excellent project would be the construction of a small building by the trainees after they have gained some degree of facility in their trade. Perhaps the best way to solve this problem is to schedule one of the testing or class rooms used by Adult Basic Education Students.

4. Carpentry (Construction) - 005

a. Summary of Activity

The completion record of the Carpentry class was eighty-seven point five per cent. Of the thirty-five graduates, nineteen were in the first cycle and sixteen in the second cycle. This is an average of seventeen point five graduates per class.

b. Problems and Recommendations

A carpentry class needs some outside projects to sharpen and improve their skills. It is our recommendation that arrangements be made to involve the students in some major construction project which they have helped plan. We have also found it helpful to set aside about one hour a day to let trainees work on an individual project once their skill is great enough.

5. Electrical Appliance Repair - 006

a. Summary of Activity

Thirty-four trainees, nineteen in the first cycle and fifteen in the second cycle, received certificates for completing the Electrical Appliance Repair course. This class's completion record is eighty-five per cent, with an average of seventeen graduates per class.

b. Problems and Recommendations

Enormous storage facilities are needed in order to keep the students supplied with a number of major electrical appliances having a variety of malfunctions. In addition to a large classroom area we would recommend a storage area big enough to accomodate at least thirty washing machines, refrigerators or other major appliances.

6. Maintenance (General) - 007

a. Summary of Activity

The maintenance class has graduated thirty-one men, or an average of fifteen point five per class. Sixteen men graduated from the first cycle and fifteen from the second cycle for a completion record of seventy-seven point five per cent.

b. Problems and Recommendations

This class also has the problem of requiring an outside the classroom project. One of the best projects for them would be the renovation and restoration of an old house or small building. It might be possible to merge some of their activities with those of the Carpentry and Brickmasonry classes.

7. Welding (Combination) - 008

a. Summary of Activity

The Welding class had a completion record of eighty-six point two per cent. Sixty-nine men were graduated, thirty-six in the first cycle and thirty-three in the second cycle. This is an average of seventeen point two students per class.

b. Problems and Recommendations

A major problem faced by the welding class was obtaining materials. As in every industry which deals with metals, we have had trouble getting orders delivered on time due to shortage, even though some orders were placed several months ahead. One recommendation we would make is to have the most modern equipment available for the advanced students.

8. Radio-TV Repair - 009

a. Summary of Activity

This Radio-TV Repair course was not initiated until the second training cycle. A total of twelve students were graduated for a completion record of sixty per cent.

b. Problems and Recommendations

The start of this course was delayed because of riot damage, consequently there were five men who were ready to enter the final phase of their training when the project was terminated. We would recommend that space for additional training programs be anticipated in the original design.

C. Adult Basic Education

Prior to the arrival of James H. DuBose in 1964, no successful means of teaching inmates in the South Carolina Department of Corrections had been found. Mr. DuBose completely changed the approach of the Education Department from classroom lecture to programmed learning on an individual basis. The teacher's role became that of outlining a student's curriculum and instructing him in the use of programmed materials.

That this change was successful became apparent almost at once. Volunteers began to request entrance into the school where no students could be recruited previously. In addition, achievement tests results showed a definite rise in grade-equivalent scores.

Programmed learning techniques have now been established in each of the institutions in the South Carolina Department of Corrections. Five (5) of the six (6) institutions in the system have full-time schools, and the sixth anticipates a change from part-time to full-time status in the near future.

Project First Chance is located in the Central Correctional Institution. The principal of the school there, Joe R. Martin, came to the Department in 1968. Basic Education students from Project First Chance come under the direct supervision of Mr. Martin. He has managed to coordinate the activities of his school with those of our project.

The full-time day school enrollment is kept at a minimum in order that the available facilities might also accommodate Project First Chance Basic Education Students. At the present time there are three learning laboratories, two which seat twenty students and one which seats twelve students. All labs and classrooms are equipped with Education Television hookups as well as a closed circuit video tape recording playback system.

Materials for teaching reading speed and comprehension kept in the Reading Laboratory. These materials include such things as a tachistoscope, a controlled reader, and Aud-X, a Craig reader and filmstrips. The remainder of the instructional materials including dictionaries, encyclopedias and other reference works are kept in the Learning Laboratories.

Also available are four (4) rooms which seat from ten (10) to fifteen (15) students. Having these rooms available makes it possible for small groups of students to meet and discuss topics of interest without disturbing other students in the Learning Laboratory. In addition, more advanced students may be assigned to one of twenty-six (26) individual study cubicles.

As a morale booster, a student lounge and canteen has been added. To enable the instructor to have a place for staffing students a Curriculum Lab was provided. Each man who enters the school must take four tests. First he is given placement tests in English and mathematics. This is followed by the Reading for Understanding test. These tests enable his instructor to get some idea of where to place the man. (See Appendix E. for more about tests.)

To further assist in placement, each man is given the appropriate level of the California Tests of Adult Basic Education (TABE). The TABE gives grade-equivalent scores in reading vocabulary, reading comprehension, arithmetic reasoning, arithmetic fundamentals, mechanics of English, and spelling.

As a result of this testing, each student is assigned to one of four levels. Level I corresponds roughly to grades one through three. Students in Level II are about the same as students in grades four through six. Level III students would be placed somewhere in grades seven through nine. Level IV includes students with abilities from the tenth grade on up.

It should be noted that a large number of the courses have placement tests which accompany them. These tests are designed to place a student at the proper place in a specific course.

In order to illustrate the procedures through which the inmates go while in their basic education classes, the paths of three inmates who might be considered representative of the student population will be shown. These students have been interviewed and have taken placement tests in mathematics and English as well as the Reading for Understanding placement test.

Inmate A. has done so poorly on the tests that it is obvious he has hardly any knowledge of arithmetic or English. He is considered to fall in Level I and is directed to Mr. Kyuzo Miyaishi, the instructor for that level.

Mr. Miyaishi converses with his new student and introduces him to the Steck-Vaughn Adult Reader in order to further determine this man's curriculum. Inmate A. will probably have to be drilled in sound groups, like many of his fellow inmates who preceded him. The study of the alphabet is begun almost at once. Blocks are used in the early stages to teach addition and subtraction.

When inmate A. has adequately learned to add and subtract, he is introduced to multiplication by means of a simple abacus or flash cards and blocks.

It has become obvious from our past experience in this institution that concrete examples lead to heightened interest and more rapid learning. For this reason, a large variety of simple educational materials suitable for an introduction to the educational process are made available.

After inmate A. has finished the Adult Reader, he is started in Book One of the Follett Publishing Company's System for Success, which aids in both arithmetic and English. About this time he is receiving instruction in the use of a simple dictionary.

Because of individual differences, students finish portions of a curriculum at different times. At some time during his study of Book One of the Follett System, the inmate is started on the study of fractions. Again the need for concrete examples becomes apparent, and flash cards and blocks are used.

As soon as inmate A. has completed Book One of the Follett System, he begins on Book Two. He is also introduced to a simple atlas of the world, puzzles of the United States and the world, and elementary maps. By the time this is completed, inmate A. should be ready to advance to Level II.

The next representative, inmate B., had test results which showed that he was performing at about the fifth grade level. He was next given the elementary level of the CAT on which his grade-equivalent scores were exactly five point five (5.5).

Inmate B. will be sent to Mr. Joe Goss and enrolled in English 2200, SRA Reading Lab II-C, and a course in basic mathematics.

If inmate B. cannot handle English 2200, he will be allowed to go to Book Two of the Follett System for review. After he completes English 2200, he will be enrolled in English 2600, and then in English 3200. He will continue in the SRA Reading Labs until he finishes IV-A. When he finishes his basic mathematics instruction, he will go to TEMAC math and then to algebra. By this time inmate B. should be ready to advance to Level III.

The third example student is inmate C., whose CAT results were all eight point five (8.5). He is sent to Mr. James Dawkins, the Level III instructor. Inmate C. will be directed by Mr. Dawkins to begin English 2200, SRA Reading Lab III-A, and TEMAC math.

After completing the SRA III-A Lab, inmate C. will probably be allowed to take the general course of the Reading for Understanding Program. From there he will return to the SRA Reading Labs until he completes IV-A. His next course in mathematics will be algebra, which will be followed by electives. Inmate C. will also take English 2600 and English 3200.

Somewhere during this part of his training, inmate C. will advance into Level IV. At this level, he will be allowed to take electives in anything from calculus to social studies.

Appendix F. gives a brief synopsis of some of the courses mentioned in the text, but a synopsis of all the courses available to inmates is far beyond the scope of this report.

We have found that a man appears to respond better when praised by his instructor than when he is ignored. However, in order to provide a tangible sign of achievement, a system of certificates has been devised. When a man scores at the third, sixth, and eighth grade levels on his achievement tests he is granted a certificate of completion. In addition, certificates of completion are issued to a man whenever he completes a course.

Students who score high enough on their achievement tests are allowed to take the State High School Equivalency Exam. If a man scores high enough on this exam, he is given a high school diploma and a certificate from the State Department of Education. A cap and gown graduation ceremony is held once each year to honor these men.

D. The Future of Vocational Training at the South Carolina Department of Corrections

Using what was learned from Project First Chance, the South Carolina Department of Corrections has initiated an even larger vocational training program. Under this new grant the State Employment Service Agency is the South Carolina Employment Security Commission in Columbia, South Carolina. The training agency is the South Carolina State Commission for Technical Education in Columbia, South Carolina.

The new program is open-ended and will train four hundred (400) inmates, although not more than two hundred and twenty (220) trainees will be involved at any one time. All trainees will receive a strong background in Adult Basic Education.

The training courses have been divided among a number of institutions in order to meet the needs of a greater segment of the inmate population. At the Central Correctional Institution in Columbia an inmate may receive training in Electrical Appliance Repair, Auto Mechanics, Combination Welding and Business Programming. Training in Bricklaying and Building Maintenance are available at the Manning Correctional Institution. Men at the Walden Correctional Institution can train as a Butcher, All-around. Female inmates at the Harbison Correctional Institution for Women can become Key Punch Operators. Inmates at the Wateree River Correctional Institution may receive training as Television Repairmen or Carpenters (Entry).

The Agency for Vocational Rehabilitation has initiated a vocational training program for youthful offenders at the MacDougall Youth Correction Center. Vocational training will be a part of the programs of the South Carolina Department of Corrections for a long time.

V. Vocational Counseling and Guidance*

A. Orientation Role

Nowhere is the varied role of the Vocational Counselor more evident than in the orientation period. Once students have been signed up, the counselors hold group sessions and explain the whole program from start to finish. Following the outline presented in the Project First Chance Orientation Pamphlet (See Appendix B), the Counselors explain the value of a good basic education. Next they tell why tests can be so important to the men as well as the staff. A careful explanation of what each course involves is also given, and all questions about the training program are answered.

In addition each trainee must be counseled individually and the results of this aptitude, achievement and interest tests taken into account in order to help place him in the proper course. Counselors Ansel Moody and Samuel Goodwin also confer with the man's basic education instructors and previous supervisors before assigning him to a course. They realize the importance of the orientation period in determining a man's performance during training, and the influence this performance can have on his life following his release.

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* A complete outline of counseling procedures may be found in Appendix A.

B. Group and Individual Sessions During Training

Counselor availability is a key factor in his establishing rapport with the trainees, so Mr. Moody and Mr. Goodwin have offices in the same building where the trainees are studying. This allows them to handle any crisis situations which may arise as well as encouraging informal group sessions which often develop into very helpful therapy sessions.

The Counselors hold formal group sessions in which they give employment skills training. Many of our trainees have never interviewed for a job, and even fewer have held one. In special classes they are allowed to play the roles of employers and employees. They are also taught how to act on the job and that some criticism of their work may be justified and should be taken in the proper vein.

One case illustrating the role of the counselor that of inmate W. This man had a tested intelligence quotient of ninety (90) and had been transferred to the Central Correctional Institution from the MacDougall Youth Correction Center just to participate in Project First Chance. His brickmasonry instructor stated that he had been doing average work, and he had scored ninth grade-sixth month on the California Achievement Tests.

The Principal of Adult Basic Education found W. crying in his study cubicle. When questioned W. would not reveal the reason for this behavior and stated that he would talk only to the Warden. The Warden referred W. to the Vocational Counselor.

Through careful probing the Counselor managed to piece together W's. story. He stated that he had been threatened by the inmates on his ward after they learned that he trained bloodhounds to track down inmates at the Youth Center. According to his report they would crowd around him and make threatening and derogatory remarks. In order to determine the validity of these statements a complete investigation was ordered. He had stated that the inmates at the Youth Center had been cordial to him and didn't seem to mind his job assignment.

Results of the investigation showed that W's. fears were founded and the Counselor recommended that he be transferred to another ward at once. The Counselor held a number of sessions in different wards within the institution explaining that a man had to do what he was told while in prison. As a result of this propaganda and intensive individual sessions, W. was able to complete his training and at last report was employed on a full-time job.

This behavior is typical of that which might arise in a correctional setting, and the staff has prepared a list of common inmate behaviors and reactions:

COMMON INMATE BEHAVIORS AND REACTIONS

1. Does not like Pre-Vocational Training.
2. Rebels against Psychological tests.
3. Responds favorably to proper counseling, regardless of program.
4. Wants to drop out of school.
5. Gives reasons for requests completely unrelated to real problem.
6. Wants to switch courses.
7. Threatens to become involved in serious trouble if requests are not granted.
8. Deeply appreciates staff tolerance, understanding, and discipline, but doesn't admit it.
9. Pits one staff member against another, if possible.
10. Desires to achieve.
11. Lacks self-respect.
12. Suspicious of staff efforts to help solve his problem.
13. Easy to convince and sway with a sincere approach, but needs almost instant and constant reassurance.
14. Seemingly hates authority, but wants discipline.
15. Respects only if properly and fairly disciplined.
16. Constantly refers to his family - helping his mother and his kids - but doesn't feel responsible for their present problems.

17. Doesn't seem to feel responsible for his incarceration.
18. Wants daily counseling whether requested or not.
19. Cannot benefit from vocational training without attitudinal training.
20. Has difficulty understanding forgiveness and accepance without prejudice.

C. Problems and Recommendations

There is always some difficulty in placing those persons with extremely low IQ's in a training course, because they sometimes hold the rest of the class back. We would like to recommend the establishment of training courses in janitorial services and farm labor to enable these men to do something within their intellectual range.

Another problem is that of keeping up with the men. Project First Chance has designed a system whereby the instructor issues a pass and keeps a record in a notebook. There is a master board at the Correctional Officer's station. Any man who fails to report directly to the designated spot is appropriately disciplined.

We recommend that the Vocational Counselor remain completely aloof from administrative activities. His sole concern should be with the trainees.

VI. Employment

A. Role of the Social Worker and the Project Staff

Without the diligent efforts of the Projects' Social Workers, George E. Ashford, Jr., and Mrs. Celeste G. Wheless, many of our trainees might not have found employment and might have ended up back in prison because they had to steal to eat. Every man was interviewed prior to his release, and his job prospects were reviewed. If he did not have a confirmed job, a Social Worker immediately began helping him find one.

The Vocational Instructors of Project First Chance have an average of over twenty-five years experience in their fields, and the contacts they have made proved invaluable in locating jobs for our released trainees. Many times they secured jobs for the trainees, and often they told the Social Workers who to contact. The effectiveness of their work is readily apparent, because only one of our graduates who were released has not had a job. This man was back in prison less than two weeks after his release.

B. Involvement of Outside Agencies

Perhaps our biggest help in securing employment was the Agency for Vocational Rehabilitation. This agency has offices in all areas of the state, and the local counselors were of great value in securing employment for our graduates and telling our Social Workers where jobs were available. The South Carolina Employment Security

Commission assisted in determining job availability for the Social Workers as well as in placing graduates. A third group, the Alston Wilkes Society, was also involved in placing trainees.

C. Problems and Recommendations

The biggest problem in securing employment was not in locating jobs, but in involving a large portion of the staff in that area. We feel that the addition of a Job Placement Officer would allow the Social Workers and the Instructors more time to perform their primary roles. This staff member could serve as a liaison between the Instructors, the Social Workers, outside agencies and industry.

The interest these men have in going to work often doesn't last long after their release, and we would recommend that a job be lined up for them prior to their release. In addition frequent checks must be made during their first month of freedom to help them adjust to working.

VII

TERMINAL REPORT
OF THE
FIRST CHANCE HOUSE
A DIVISION OF
PROJECT FIRST CHANCE

1

ACKNOWLEDGEMENTS

Project First Chance would like to take this opportunity to thank William D. Leeke, Director of the South Carolina Department of Corrections; Grady A. Decell, Assistant Director for Institutional Operations and former Project Director; David I. Morgan, former Assistant Project Director; and J. Harvey DuBose, Superintendent of Education. The untiring efforts of these men within the Department contributed greatly to the successful operation of the First Chance House and the entire Project. This report could not have been completed without the diligent efforts of the Researcher, Capers O. Brazzell.

Special thanks are also owed to Mr. John A. Johnson, Selection and Referral Officer of the South Carolina Employment Security Commission, James L. Rice, Acting Facility Coordinator of the Pre-Release Center (Vocational Rehabilitation Department), and H. Parker Evatt and Ted Moore of the Alston Wilkes Society for their help in that crucial period of adjustment immediately following release.

CHRONOLOGICAL OUTLINE OF THE FIRST CHANCE HOUSE

1966

August 1.	PROJECT FIRST CHANCE BEGAN.
October 1	SOCIAL WORKER STARTED SEARCH FOR SUITABLE LOCATION.

1967

January 12.	PRESENT SITE OF FIRST CHANCE HOUSE LOCATED.
April 28.	FIRST CHANCE HOUSE SUPERINTENDENT HIRED.
May 1	SOCIAL WORKER AND SUPERINTENDENT BEGAN COMMUNITY RELATIONS WORK.
May 20.	FIRST GROUP OF MEN COMPLETED SIX-MONTH COURSE AT PROJECT FIRST CHANCE.
November 22	PROJECT FIRST CHANCE FORMAL GRADUATION CEREMONIES.

1968

July 1.	CONTROL OF FIRST CHANCE HOUSE TRANSFERRED TO ALSTON WILKES SOCIETY.

SUPERINTENDENT OF THE FIRST CHANCE HOUSE

ORIEN J. ZENONI

- Attended schools alcoholism at the Georgian clinic in Atlanta and the Southeastern School for Studies on Alcoholism at the University of Georgia.

- Member, Board of Directors and part-time field representative Mid-Carolina Council on Alcoholism.

- One year's service as Alcoholic Rehabilitation Counselor with South Carolina Department of Corrections.

- Operated farm for alcoholics for three (3) years with own funds.

- Operated a half-way house for alcoholics for one year.

PROJECT FIRST CHANCE E & D STAFF

George E. Ashford, Jr., Social Worker

- B. A. in Social Science, Allen University.
- One year's graduate study in Social Work, Atlanta University.
- Five year's experience, South Carolina Department of Mental Health.

Mrs. Celeste G. Wheless, Social Worker

- B. A. in Sociology, Limestone College.
- Six year's casework experience with Welfare Departments of Florence, Spartanburg, and Richland Counties.

Capers O. Brazzell, Researcher

- B. S. in Psychology, University of South Carolina.
- Three years graduate study in Psychology and Statistics, University of South Carolina.
- Formerly Psychologist with Operation Head Start.

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APPENDIX

A. First Chance House Rules and Policies

B. Project First Chance Trainees at the First Chance House

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OVERVIEW

The Project First Chance House was conceived as an integral part of an overall program of training and rehabilitation for inmates of the South Carolina Department of Corrections. This program, appropriately named Project First Chance, would allow participants the opportunity to gain knowledge and skills required to obtain a job in today's rapidly expanding industrial society.

Of course it had to be taken into account that a program of this nature had not been attempted with an inmate population. That there was a need for this population to improve their educational and job skills levels can be seen in the statistics provided by the department. Our 58% of the inmates in the South Carolina Department of Corrections did not complete the eighth grade prior to their incarceration. Over 43% had worked at jobs where at best they could be called common laborers. In order to prevent their return to the prison because of economic necessity, a project was conceived and written which would provide them every opportunity to succeed in the modern world.

Seven vocational training courses which would allow a man to earn a living for himself and his family were made available to inmates of the Department. These courses, each of which had room for twenty trainees, included:

1. Auto Body Repair
2. Bricklaying
3. Carpentry

4. Electrical Appliance Repair
5. Auto Mechanics
6. Maintenance
7. Welding

(Since the beginning of the program a course in Radio-TV repair has been added bringing the total to eight.)

Participation in these courses provides an inmate with an opportunity to meet with a qualified instructor from the outside world who has gained years of experience in his field. Trainees spend four hours a day learning their trade, three hours a day in adult basic education classes and one hour a day studying employment skills. Many of these men have never held jobs and they require knowledge of asking for employment and how to act on the job as well as the skills necessary to do the actual work.

Vocational counselors, with offices located in the school itself, are available for individual and group counseling sessions every day. These men provide further contact with the outside world in addition to being a great aid in selecting a vocation.

The planners of the project realized that they could not simply abandon a man upon his release, so they took further steps to insure against his re-incarceration. Finding employment was seen as a major obstacle in the path of an ex-inmate. Instructors and staff members would have to work together to see that each man was placed in a job. Social Workers were hired to assist in employment and to provide services to the inmate and his family before and after release.

What was a man to do in the period between his release and the obtaining of employment and a residence? Again the planners had an answer: a transitional residence which would allow the former inmate inexpensive lodging and meals until a job and a permanent residence could be found. He also needed a place where those around him would not consider being a prison a stigma, but would accept him on an equal basis. Thus the idea of First Chance House was born.

SELECTION OF A SUITABLE LOCATION FOR THE FIRST CHANCE HOUSE

The search for a suitable location for the First Chance House began on October 1, 1966, nearly seven (7) months before the first group of men was scheduled to complete their training. This task was assigned to one of the social workers for Project First Chance, George E. Ashford, Jr.

Mr. Ashford was cognizant of the fact that a building had to be located which could provide sleeping and eating facilities for fifteen to twenty men. In addition, he was aware that this building had to be located in a community which would accept former inmates of both races. These problems had to be met through face-to-face contact with real estate companies and people living in the city and by careful explanation of the purpose of the First Chance House.

The groundwork was carefully laid by Mr. Ashford, and the current site was located in January of 1967. The project's other Social Worker, Mrs. Anne Kinsey, began assisting in community relations. When Superintendent John Zenoni was hired in April, he joined Mrs. Kinsey in the field. They approached residents of nearby homes and told them the following:

1. First Chance House would provide short-term dwelling space for recently released inmates.
2. These former inmates would include Caucasians and Negroes.
3. Participation in a vocational training program while in prison indicated that these men were making a strong effort to rehabilitate themselves.
4. The community's moral support could play a large part in the successful rehabilitation of these ex-inmates.

At first progress seemed painfully slow, but gradually the people decided to accept the idea of setting an example for former inmates who wanted to become citizens. At this writing community response is overwhelming. Some nearby residents visit and bring cakes and cookies, while the men staying at the First Chance House assist their neighbors with anything from fixing flat tires to repairing plumbing. A number of residents of the community have taken these former inmates to church with them.

RENOVATION

While the E & D Staff was preparing the community for the residents of the First Chance House, the instructors and students of Project First Chance were preparing the house for the first graduates. Mr. Jesse Eden, Maintenance Instructor, was placed in charge of renovation operations.

The students in Project First Chance were allowed to work on these operations as part of their training. They accepted the challenge of completely refurbishing a condemned building in which many of them would be living after their release. The quality of work produced by the students indicated that the motivating factor of preparing this building for themselves made this on-the-job training project an extremely fruitful one.

The clean-up campaign began on the outside where every square inch had to be buffed with wire brushes and then painted (both wood and brick). This task would take longer than any other to complete. A new roof had to be installed before work on the inside could proceed.

Mr. Hazel Porter, Carpentry Instructor, and his class were brought in to assist with the roof and some of the other areas where their skills were required. They aided in installing new screens on all the windows and doors.

The Electrical Appliance Repair Instructor, Mr. Leo Sloan, and his class rewired the house from roof to basement. New light switches, fixtures, and receptacles were placed in every room. This class also helped in installing a heavier gas line and in placing gas space heaters with automatic cutoffs in every room. Mr. Eden and his crew also installed a completely new water system. All plumbing had to be replaced and additions made. The floors in the living room were sanded and refinished, and vinyl asphalt tile was installed in the kitchens and the bathrooms.

One of the largest tasks facing the renovators was that of fixing up a new recreation room in the basement. A concrete floor had to be poured, and the walls had to be replastered and painted. In addition it was necessary to install a door to the outside by digging through the basement wall and up to the ground level.

While the painting was being carried on inside and outside, some of the men were landscaping the entire lot. The completion schedule for the house (see Figure 1 and Figure 2) was as follows:

AREAS	DATE COMPLETED
1- 2- 3	4-21-67
4- 5- 6	4-28-67
12- 13- 14- 15- 16	5- 5-67
17- 18	5-12-67
Outside	5-19-67

Mr. Eden kept his crew available to apply finishing touches for several weeks after the first residents moved in. The final results are truly remarkable. The First Chance House now has five (5) bedrooms which can accommodate sixteen (16) residents and two (2) staff members, a living room, a dining room, three (3) baths (one with shower), a game room in the basement, and an office for the staff member on duty. There are upstairs and downstairs porches at the front of the house and a single porch at the rear of the downstairs. (See Figures 1 and 2)

LIFE AT THE FIRST CHANCE HOUSE

Every former inmate who enters the First Chance House is interviewed by the Superintendent who carefully explains all the rules those who live there must follow. These rules are prominently displayed in the entrance hall, and staff members are always willing to interpret them for the residents (See Appendix A for a complete listing of the rules and policies of the First Chance House). A new resident is told that admission to the house is voluntary and that the rules are imposed to enable a large number of men to live in harmony. Each man must sign a statement that he will abide by these rules before he is admitted.

Newcomers are first issued linens and then taken on a tour of the House and introduced to all residents. They are also told that the House is within walking distance of recreational, employment, educational and religious services.

Social Workers from Project First Chance meet with the staff and begin assisting new residents in finding jobs. The South Carolina Employment Security Commission, the Alston Wilkes Society and Vocational Rehabilitation have also played an important role in job placements for ex-offenders.

Every effort is made to involve all residents in the activities of the House. Mandatory meetings are held every Monday night so that complaints can be aired before the group and problems solved. In case of an emergency special meetings may be called by the staff or the residents.

The House residents carry on a continous program of community relations, and a number of elderly residents of the area have stated that they feel much safer knowing that these young men are always on call. House residents and community members are all invited to a voluntary meeting of Alcoholics Anonymous held each Tuesday night in the living room. The House maintains an open door policy with the surrounding community and encourages residents to bring friends and relatives by during leisure hours.

Recreational and leisure time activities include radio, television, a record player, a pool table, a ping pong table, chess and checker sets, and a small library. In fair weather spirited volleyball competition arises in the back yard.

One of the most important duties of the First Chance House is teaching a man responsibility. Residents are responsible for the cleanliness of their own rooms and a designated area elsewhere in the House. Those who are temporarily unemployed are asked to give added help in cleaning the interior and exterior of the House.

Time schedules also help the men develop a sense of responsibility. All residents are required to rise at a specific hour, to eat at certain times, and to be in the residence at a specific hour through the week and on weekends. (See Appendix A) Those men who plan to be away for the weekend notify the staff member on duty.

Budgeting is another problem many of the men are facing for the first time. The staff tells these men how to set aside eighteen dollars ($18.00) each week to pay their room and board at First Chance House and then distribute the remainder among other expenses which might arise, such as clothing, telephone calls, automobile payments, etc. Some of these men have opened their very first savings accounts and deposit a portion of their pay every week.

For those men who are temporarily unemployed, Vocational Rehabilitation pays their room and board for two weeks and gives them a small travel allowance to assist them in finding a job. Without this aid some of our men would have no place to go.

Staff members are available twenty-four hours a day to offer guidance and counseling to residents. Individual problems are often ironed out in informal sessions over a cup of coffee. The Social Workers and the Researcher from Project First Chance have helped a great deal in crisis situations. They have often attended the scheduled meetings and come to the aid of the house staff when needed.

The average length of stay at First Chance House is seven point five (7.5) weeks, the median length four point one (4.1) weeks. This means that half of the residents remain one month or less.

Except in special cases the length of residence at First Chance House is limited to three (3) months. Involuntary separation can occur at any time, however. Such things as the excessive use of alcohol, the use of narcotics, inability to adjust to group living, and non-payment of board can lead to expulsion. Rules violations are discussed at the weekly meeting and violators may be expelled then. In extreme cases the staff member on duty has authority to forbid entrance to any resident. Readmission after expulsion is possible only through a majority vote of the residents and approval of the staff.

SELECTED BIOGRAPHICAL SKETCHES OF FIRST CHANCE HOUSE OCCUPANTS

It is the purpose of this section to use actual case histories to dramatize some of the problems encountered at the First Chance House. Bear in mind that we want to show the problem and how we faced it, regardless of whether the approach was successful or not.

Case History A. 30-year-old Negro. Never married. Both parents deceased.

Second offense. Welding Graduate - Released-5/20/67

A was born in Knoxville, Tennessee, the third eldest child in a family of three boys and two girls. After completing the tenth grade in Knoxville, A quit school to go to work over his parents' objections. At the time his father was making an adequate salary as a bank messenger, but A chose to leave school anyway. He was examined for military service and rejected.

In his eighteenth year A was convicted of second degree murder in Detroit, Michigan, and sentenced to fifteen to thirty years at Michigan State Penitentiary on February 20, 1948. His only previous record at that time was a vagrancy charge two years before.

A was paroled in June of 1955 to Knoxville, Tennessee, where he remained about seven (7) years before moving to Rock Hill, South Carolina. Charges of public drunkenness became more and more frequent on A's record.

Now A began a pattern of taking jobs, keeping them long enough to get money for liquor, and losing them because he was drunk. His job experience included working as a section hand for a railway construction company, textiles, and odd jobs on a day-to-day basis.

In April of 1966 he broke into an automobile in Rock Hill and took a wallet containing nearly two-hundred dollars. A was charged with Breaking and Entering a Motor Vehicle with Intent to Steal and Grand Larceny, and he received an eighteen (18)-month sentence to the South Carolina Department of Corrections.

When A entered prison, he admitted his craving for alcohol and stated that he had no desire to receive vocational training. The Vocational Counselors and Social Workers from Project First Chance began talking with A about joining Alcoholics Anonymous and what he hoped to do upon his release. After six (6) months of urging A finally agreed to enter the course in Welding.

Individual counseling sessions with A began to bear fruit, and in June of 1967 he received his State High School Certificate, which is regarded to be the equivalent of a State High School Diploma. He also received good grades in Welding.

After a program of pre-release counseling by the Social Workers, A was released to the First Chance House. Two days after his release, he started working on a training-related job.

Less than two weeks later one of the Project's Social Workers was contacted by the First Chance House Superintendent and told that A and two other residents were involved in a drinking incident at the House.

A further check revealed that all of them had recently quit their jobs. Some of the other residents stated that A resented their efforts to halt his drinking and that no one could even talk with him. In spite of these problems, the Social Worker found A another training-related job within a week. The house staff met and decided that A would have to leave the First Chance House if his drinking continued.

Two weeks later A came in extremely drunk and was told that he would have to leave the house. Several other residents stated that if he left they would go also. A meeting of all residents was called in which they attempted to offer A their help and asked if he wanted another chance to try to do as he should. However, he rejected the group's offer and let it be known that he didn't want anyone telling him what he could and could not do. After this outburst the group members backed down about leaving with A, and he gathered his belongings and left.

For five (5) months A roamed about from job to job and had a number of arrests for public drunkenness. Finally, in May of 1968, he returned to the First Chance House and requested that he be allowed to live there. He stated that he had a good job and realized that he could not make anything of his life without overcoming his drinking problem.

The Superintendent and the Social Worker counseled with A and helped make arrangements for him to enter the Palmetto Center for Alcoholics in Florence, South Carolina. The Social Worker visited him at the center and offered him encouragement.

Today A has a good-paying job and has not touched a drop of liquor in nearly four (4) months.

Case History B. 22-year-old Caucasian. Single. Father deceased. Second offense. Brickmasonry Graduate - released 5-20-67.

While everyone wants to have only cases of successful adjustment to report, the fact is that some men cannot adjust to group living in the city. The story of B shows how lack of a proper home life can lead to an inability to meet the demands of today's society.

B's father died when he was very young, and in his initial interview he had no idea when he had last seen his real mother. He and his three brothers and three sisters had no supervision at all, and B spent five (5) years and five (5) months at the South Carolina Industrial School for Boys. It was here that he became involved in homosexual activities.

After his release drinking also became a problem, and his foster mother could not control him. His real mother apparently swapped him and the other children off to anyone who wanted them. As a result B quit school in the third grade and never learned to read or write correctly. B spent most of his early life on a farm, and this is the only work experience he had prior to his admission to the South Carolina Department of Corrections in September of 1966 with a one (1)-year sentence for Lewd and Lascivious Act Upon a Child.

The Psychiatric report on B's admission stated, "...Mental deficiency, mild or perhaps moderate, with behavioral reaction..." The Psychological report showed that he had an Intelligence Quotient of sixty-nine (69) as measured by the Wechsler Adult Intelligence Scale, stated that this attention span was short, and recommended further evaluation and treatment.

In his first interview with the Project's Social Worker, B showed some difficulty in communicating, displayed confusion, and appeared immature and naive. He admitted some homosexual experiences and requested help. Both the Social Worker and one of the Vocational Counselors worked with B on almost a daily basis.

Vocational training records showed that B received average to good ratings in conduct, attitude, and personal hygiene, but his work rating was rarely above poor. His instructor felt that he "...was too easily discouraged, which blocked his effort manner tremendously..." In his basic education classes, however, he advanced to better than the fourth grade.

Counseling sessions were held where such things as Alcoholics Anonymous and problems arising from homosexual activities were discussed. The staff continually worked with B to prepare him for returning to society. He agreed to attend First Chance House with the hope that it would help him.

Upon his release B went to the house where a job had been arranged for him. Instead of going to work he obtained a bus ticket for Kingstree, South Carolina, where his foster mother lived. A Social Worker and the Superintendent drove to Kingstree several days later and persuaded him to return to the house and go to work.

One week after his release he started working on a training-related job. He quit this job within two days and moved to another. He then quit the second job two days after starting it. Two weeks later when B went to work on his third job, he reported that he had a swollen knee stemming from an injury received on his first job. Because he had neglected to report this injury he could not receive Workman's Compensation from his first employer, but the house staff made an appointment for him to see an Orthopedist anyway.

Now the staff concentrated on B's drinking problems. He began A.A. meetings and his alcohol consumption dwindled to almost nothing. In spite of this improvement he continued to have difficulty adusting to life at the house, and several times he engaged in loud, profane arguments with other residents.

Two months after his release he removed his possessions from the house and moved into a friend's apartment. The staff agreed that this would be best for the other residents. Shortly thereafter he was arrested and sentenced to sixty (60) days for reckless driving and driving without a license.

Upon completion of this sentence B again left for Kingstree. When the Social Worker located him, he was staying with this foster mother and didn't want to return at all. Therefore the Worker helped him find work at neighboring farms doing odd jobs. The last three visits have revealed that B is sober and happy and is dating a nice girl.

TRANSFER OF CONTROL TO THE ALSTON WILKES SOCIETY

Of the many agencies which have aided in making the First Chance House successful, the Alston Wilkes Society has been perhaps the most helpful. When there was room at the house, a man recommended by the Society was always welcome. Conversely, whenever a job came open that suited their talents, residents of the house were contacted by the society for interviews. With their assistance and that of the South Carolina Employment Security Commission and Vocational Rehabilitation, every resident of the First Chance House has had at least one job opportunity.

The Alston Wilkes Society is a private, non-profit corporation dedicated to the special problems of the prison inmate - the only such private agency in the Southeast. It was named in honor of the Rev. Eli Alston Wilkes, a Methodist minister who at one time operated the Oliver Gospel Mission in Columbia. Since the mission was close to the State Penitentiary, Rev. Wilkes became involved in helping men released from prison - most of whom had no money, no job, no place to go.

With the help of a few friends and other ministers, Rev. Wilkes in 1962 applied for an eleemosynary charter for a prisoner-aid organization called the South Carolina Therapeutic Association. Upon his death a year later, the name of the group was changed to the Alston Wilkes Society.

The society has grown to include close to 2,000 members in virtually every community of the state. State headquarters are located in Columbia and local chapters are active in many counties.

The Alston Wilkes Society works to -

-Better prison conditions
-Give aid to inmates' families
-Find jobs and housing for ex-inmates
-Help them rebuild their family life
-Help them gain acceptance in the community

The society works closely with Community Pre-Release Centers, helping ready inmates for release. It is also responsible for coordinating all volunteer work by church and civic groups at state correctional institutions.

In addition, the Alston Wilkes Society seeks to stimulate public support for progressive prison programs at the state and local level, and for programs of crime prevention. Most importantly, the society strives to change the stereo-typed public image of the "ex-convict" - to create in communities the climate of acceptance that is essential to any real rehabilitation.

Crucial to the realization of this goal is the work of local county chapters - an enlightened, helpful attitude in state headquarters is of no help to the ex-inmate struggling to make a new start in Plum Branch. The existence of a functioning local organization to which such a person may turn for support is often the difference between success and failure.

When an inmate is ready for discharge from the state correctional system, the society contacts the local chapter in the county to which he is being returned, giving specifics as to his needs. The local group lines up whatever assistance is needed, where possible - a job, housing, family counseling, whatever is sought.

Local chapters also concern themselves with problems of local jails and work camps, sponsoring rehabilitation efforts in these institutions and helping inmates upon their release.

The Alston Wilkes Society now has members in every county of the state but less than half of the 46 counties have formal local organizations. The society's goal is to achieve such a group in every county.

On July 1, 1968, William D. Leeke, Director of the South Carolina Department of Corrections, and Grady A. Decell, Assistant Director for Institutional Operations, formally transferred control of the First Chance House to H. Parker Evatt and Ted Moore of the Alston Wilkes Society. The Department of Corrections is allowing the society to use all items listed in the inventory (See Appendix C) as long as the Department of Labor leaves them under our control. This cooperative effort of the two agencies is necessary to the continued functioning of the First Chance House.

SUMMARY AND CONCLUSIONS

The story of the First Chance House from start to finish can be summed up in one word - cooperation. Cooperation within the South Carolina Department of Corrections. Cooperation between instructors in renovating the house. Cooperation with external agencies.

As a result of cooperation one-hundred and three (103) former inmates have entered the First Chance House, thirty-nine (39) of them graduates of Project First Chance. Every man who has entered the house has had at least one job opportunity, and the First Chance graduates have had a total of eighty-five (85) job opportunities. Room and board cost $18.00 per week, the average term of residence is seven point five (7.5) weeks, and the median term of residence is four point one (4.1) weeks.

The instructors of Project First Chance are always happy to give a careful evaluation of each graduate in addition to the standard vocational and basic education reports. They provide information of assistance to Vocational Rehabilitation and the South Carolina Employment Security Commission in locating jobs for releasees.

Vocational Rehabilitation has been particularly helpful in providing funds for support while they aid the trainees in securing employment. Mr. James L. Rice, Acting Facility Coordinator of the Pre-Release Center (Vocational Rehabilitation Department), has designed a program where all men at the Pre-Release Center are tested and assigned to a counselor during their thirty-day stay immediately prior to release. Graduates of Project First Chance are already tested when they arrive at the center, and Mr. Rice sees that they continue to receive employment skills training and pre-release counseling.

Project First Chance is a pilot project, and it has helped induce change within the Department and the community. One noticeable change has been the improved relationship between inmates and staff. This project has helped support the theory of the treatment approach to corrections. We hope that as a result of the success of this project, treatment teams will be formed providing face-to-face contact between inmates and staff across the conference table.

The First Chance House was another innovation in the State of South Carolina. Its success showed that former inmates could live and work in the community just like other citizens. Even more important was the broadening of public acceptance.

Several years ago the Department of Mental Health began a program of decentralization by establishing community out-patient centers which have had a great effect on the public's ideas about mental health. Because the First Chance House was obviously having a strong positive effect on community attitudes toward former inmates, the South Carolina Department of Corrections decided to initiate its own program of decentralization. A series of community pre-release centers are designed where inmates could work at jobs in the community during the day and return to these centers at night. At this time centers in Greenville and West Columbia are operational and others are expected to open soon in Charleston, Rock Hill, Spartanburg, and Orangeburg. It is possible that the house may be the forerunner of police-family relationship programs such as those recently initiated in New York City.

The success of these programs as well as the continued success of all segments of Project First Chance is directly related to cooperative effort which can be established.

FIRST CHANCE HOUSE

DATA SUMMARY

Date Compiled:	June 30, 1968
Starting Date:	May 20, 1967
Completion Date:	June 30, 1968
Funding By:	U. S. Department of Labor Manpower Administration
Location:	2019 Park Street Columbia, South Carolina
Agency:	South Carolina Department of Corrections 1515 Gist Street Columbia, South Carolina
Features:	Room and Board Employment Assistance Alcoholics Anonymous Meetings Group and Individual Counseling
Statistics:	Total Residents. 103
	Residents From Project First Chance. . 39
	Recidivists. . . . . (6) Currently employed . . . .(30) Unknown. . . . . (2) At Alcoholic Center. . . . . (1)
	Jobs Found For First Chance Graduates. 85

APPENDIX A. FIRST CHANCE HOUSE RULES AND POLICIES

WELCOME TO YOUR NEW HOME--AWAY FROM HOME!

We are most happy to have you here and will do everything we can to make your stay here a most pleasant and memorable one. You are here to achieve some very simple goals - employment, savings, personal stability, good relationships with your family and the community in which you will be living. If there is anything we can do to help you and if you need answers to questions which may arise, please don't hesitate to call on us.

Attached is a list of the rules and policies of the home which are intended to help the residents to live together in a friendly and constructive manner. These rules and policies will be observed by the residents at all times. We are keeping these rules down to the very minimum necessary to insure an orderly but relaxed operation of the home. If you don't understand these rules or the reasons for these rules, please feel free to consult a member of the staff. We are all here to help you!

John Zenoni
Superintendent

GENERAL RULES OF CONDUCT

1. Our residence is located in an area which is close to and across from some residences occupied by elderly and infirm persons. In addition, ours is the first project of this kind in the community and we will be in the public eye. What you do or say and how you act, will reflect upon the home - good or bad! The chances for other men to come will ask, therefore, that you refrain from loud or boisterous behavior in front of the residence, that you refrain from the excessive use of profanity, that you be properly dressed outside of your living quarters, and that you keep the noise level down.

2. Absolutely no alcohol or drinking of alcoholic beverages on the premises will be permitted.

3. The use of or possession of narcotics or dangerous drugs at any time is also prohibited.

4. Each resident will be expected to pay $18.00 per week board. This will cover three meals per day, seven days per week. A box lunch will be packed each day for those requiring one.

5. Each resident will be responsible for keeping his particular living area clean. This means that each person will make up his own bed upon rising, see that his clothes are hung up and put away properly, and that the area around his bed is clean. There will be an inspection of rooms daily.

6. Each resident will be expected to be in each night by midnight. The week-ends will be correspondingly longer. The hour will be extended to 1:00 A.M. on Friday and Saturday nights. If a resident wants to go away for the week-end, he certainly will be permitted to do so. Just notify the supervisor that you are leaving. When you return we ask that you be in by midnight Sunday night.

7. Residents are encouraged to invite and bring their family, relatives, and friends into the home for recreation and fellowship in the visiting areas. No women will be permitted in the bedrooms or other non-specified areas at any time. Each resident has a right to expect that his fellow residents will behave properly and courteously in the presence of his visitors.

8. A directory of the churches of various faiths in our immediate area will be in the lobby. We urge you to consult this directory and to attend the church of your choice each week.

9. We will try to maintain a schedule of the various social and civic services taking place each week.

10. A coffee urn will be provided in the recreation room with free coffee for all. In keeping with good housekeeping practices we ask that you return your cups to the kitchen as you finish with them.

11. Tolerance is one of the greatest virtues! It is the right of every man to seek happiness in his own way. Each man has his own ideas and his own ways. We must learn to respect this and live together in peace and harmony. There will be absolutely no physical violence. Any party or parties engaged in such will be subject to immediate dismissal from the premises.

12. The office area is intended for business purposes only. Please remain out of the office area completely when no staff members are present.

13. The length of stay is limited to three months but this limit can be extended with good reasons.

14. Those who leave the house are encouraged to return for visits, conferences with the staff, or to attend group meetings.

15. In consideration of other residents, we will extend the midnight curfew to cover all phases of the house operations. This means we will close the dining room at midnight, that all radios, record players, televisions, etc. will be turned off, and that phone calls will not be accepted or placed after midnight except in case of an emergency.

16. Continual violations of any of the rules or policies of the house will be a reason for dismissal from the house.

TIME SCHEDULE

The following is a schedule of times covering various functions of the house operation.

DAILY

Arise: 5:30 A.M.
Breakfast: 5:30 A.M. - 6:30 A.M.
Dinner: 12:00 Noon - 1:00 P.M.
Supper: 5:30 P.M. - 6:30 P.M.
Curfew: 12 Midnight - Monday, Tuesday, Wednesday, Thursday, Sunday
1:00 A.M. - Friday, Saturday

Saturday and Sunday: Arise 7:00 A.M.
Breakfast: 7:30 A.M. - 8:00 A.M.

WEEKLY

Monday: Linen change -
5:30 P.M. - 6:30 P.M. each Monday evening each resident will receive a complete change of linens. This includes sheets, pillow cases, face cloths, bath towels, and face towels. A large container will be placed outside of the linen closets to receive your soiled linens. All of this is for your convenience and we will appreciate your cooperation in this manner.

Friday - Saturday: Payment of Board -
In the majority of cases, those who are working will find that their regular weekly pay day is to fall on Friday of each week. In some cases, payment of $18.00 per week board will be made to the superintendent no later than Saturday noon. The monies collected for board will go into a fund out of which the cook will be paid, groceries purchased, and the balance used to help a resident out of a tough spot should such an occasion arise.

FIRST CHANCE HOUSE
2019 PARK STREET
COLUMBIA, S. C. 29201

AUGUST 24, 1967

DAILY SCHEDULE OF FOOD SERVICES

BREAKFAST

Breakfast will be served daily from 5:30 A.M. to 6:30 A.M. and on Saturday and Sunday from 7:00 A.M. to 8:00 A.M. No breakfast will be served after the specified hours unless special arrangements are made with the cook.

The menu will vary and, for those who so desire it, cold cereals will be available in addition to the regular fare.

LUNCH

A light and informal lunch will be prepared for those who are at the house during the noon meal. This meal will be served from 12:00 noon to 1:00 P.M. If you are unemployed and have to be up town for some reason and do not have the means to buy a lunch, see the cook and he will prepare a lunch to carry with you.

DINNER

Dinner will be served from 5:30 P.M. to 6:30 P.M. The early bird will get the hot meal. Dinner is served buffet style and the food is piping hot when it is put out. However, we do not have a steam table or warming oven and the food will not remain hot for too long. We ask you, therefore, to get down to chow as soon as you can.

We ask you not to waste food. Take what you can eat and eat what you take.

The liquid portion of the meal usually consists of coffee, tea, or some type of cool drink such as Kool-Aid. If you would prefer to have milk with your meals then contact the cook and he will make arrangements for this.

Monday: Group Meetings -
Each Monday evening, from 7:30 P.M. till 9:00 P.M., a meeting will be held for all of the residents. These meetings will be held for the purpose of introducing you to various phases of personal and community living about which you want to be informed. Various members of the community will be asked to come in and speak to you about things which concern you. For example, liability insurance, auto purchases, banking, credit purchases, etc.

NOTE: Resident group meetings may be called into session at any time, by the staff in order to deal with any urgent residence or individual problems. When such a meeting is called it will be mandatory that all residents attend until the problem or problems are resolved.

A.A. meeting each Tuesday night at 8:30 P.M. This is a voluntary program. All residents are invited. You may bring guests if you wish.

GENERAL REMARKS

There will be no food served earlier or later than the times specified. The kitchen is run on a strict time schedule. We do try, however, to accomodate those men who are on odd schedules. A brief discussion with the cook explaining your odd hours and special needs will assure that you receive odd-hour meals and sack lunches.

I CERTIFY I HAVE READ AND UNDERSTAND THE INSTRUCTIONS AND HOUSE RULES OF THE FIRST CHANCE HOUSE AND AGREE TO ABIDE BY SAME.

I ALSO UNDERSTNAD THAT IF I DO NOT ABIDE BY THESE RULES AND INSTRUCTIONS, IT WILL BE GROUNDS FOR REQUESTING ME TO VACATE.

IT IS FURTHER UNDERSTOOD AND AGREED THAT I WILL PAY $18.00 PER WEEK FOR MY BOARD WITH THE EXCEPTION OF ANY WEEK OR WEEKS IT IS PAID FOR ME BY THE SOUTH CAROLINA VOCATIONAL REHABILITATION DEPARTMENT. THIS $18.00 PER WEEK TO BE PAID BY ME ON EACH OF MY PAY DAYS.

____

SIGNATURE

APPENDIX B

PROJECT FIRST CHANCE TRAINEES

AT THE FIRST CHANCE HOUSE

Name	Length of Stay	Additional Services	Status June 30, 1968
ASHE, DAVID	2 Wks.	----	EMPLOYED
BRITTAIN, RAY	2 Mos.	----	EMPLOYED
BLYTHE, WILLIAM	5 Mos.	----	EMPLOYED
CAMPBELL, CHARLES	6 Wks.	----	EMPLOYED
CHAPMAN, WNEDELL	7 Wks.	YES	EMPLOYED
CLARK, SILAS	2 Days	----	EMPLOYED
CRAIG, GRAHAM E.	3 Wks.	----	EMPLOYED
CURRY, DANNY	3 Wks.	YES	EMPLOYED
DAVIS, JAMES	4 Wks.	----	EMPLOYED
DOUGLAS, JIMMY	5 Mos.	YES	EMPLOYED
FIELDS, EDWARD L.	2 Mos.	----	RECIDIVIST
GILLISPIE, GIRTUS	3 Mos.	YES	EMPLOYED
GLOVER, JOE	1 Mo.	----	EMPLOYED
GRAY, LAWRENCE	1 Mo.	----	EMPLOYED
GRAYSON, BERNARD	1 Mo.	----	EMPLOYED
HARRISON, RICHARD	2 Mos.	YES	EMPLOYED
HICKS, GARY	2 Wks.	----	EMPLOYED
HULSE, DAVID	2 Days	----	UNKNOWN
HUMPHRIES, JAMES	2 Hrs.	----	EMPLOYED
ISAAC, JOE	3 Mos.	----	EMPLOYED

(PROJECT FIRST CHANCE TRAINEES AT THE FIRST CHANCE HOUSE CONTINUED)

Name	Length of Stay	Additional Services	Status June 30, 1968
JACKSON, HAROLD	3 Mos.	YES	RECIDIVIST
KUNTZMAN, ROBERT	6 Wks.	----	EMPLOYED
MURRAY, JOE	7 Mos.	----	EMPLOYED
PHILLIPS, GLENN	2 Wks.	YES	EMPLOYED
PENDER, WILLIAM	5 Mos.	YES	EMPLOYED
POPE, DONALD	1 Mo.	----	EMPLOYED
PUGH, J. C.	2 Mos.	----	EMPLOYED
REYNOLDS, ROBERT	1 Mo.	YES	EMPLOYED
ROBERSON, JOHNNY	1 Wk.	YES	EMPLOYED
ROLAND, CLETUS	2 Mos.	----	EMPLOYED
SEXTON, WILLIAM	12 Mos.	YES	UNKNOWN
SHOWERY, DONALD	2 Wks.	YES	EMPLOYED
SMALLS, LENNON	1 Mo.	----	RECIDIVIST
SPENCER, JAMES	1 Wk.	----	EMPLOYED
SWEET, JAMES	2 Wks.	YES	RECIDIVIST
WALTERS, CHARLES	1 Mo.	----	RECIDIVIST
WATERS, JOHN	2 Days	----	EMPLOYED
WILSON, JULIAN	3 Mos.	----	PALMETTO CENTER FOR ALCOHOLICS
WOODS, WALTER	3 Wks.	YES	BROKE PROBATION

NOTE: ADDITIONAL SERVICES ARE PROVIDED BY SOCIAL WORKERS.

APPENDIX C.

FINAL INVENTORY OF THE FIRST CHANCE HOUSE

JULY 1, 1968

DESCRIPTION	NO. ORDERED	NO.-ON-HAND
Bedside Tables, Walnut Finish	16	16
Chiffrobes, 5-drawer with mirror, Walnut finsih	16	16
Headboards, 3/3 Plastic, White	16	16
Bed Frames, 1 3/4 x 1 3/4 x 1/8	16	16
Clamps - Headboard	16	16
Springs, Box 83 Coil, 10 gauge, 8 oz. thick	16	16
Mattresses, 3/3 252 Coil with permalator, 1" polyfoam	16	16
J. C. Sofa	2	2
Hi Back Fairfield Chairs	2	2
Pine Pulaski Lamp Tables	2	2
Table Lamps	2	2
Coffee Table	1	1
Pine Desk - Pulaski	1	1
Pine Desk - Pulaski	1	broken
12 x 15 Rug & Pad (Living Room)	1	1
Console Table - Pulaski with Mirror	1	1
Tables (Dining Room)	5	5
Chairs (Dining Room)	20	19 (1 broken)

(HALF WAY HOUSE INVENTORY, CONTINUED)

DESCRIPTION	NO. ORDERED	NO.-ON-HAND
Dessert Bowls	24	18
Serving Bowls	15	13
Salt and Pepper Shakers	6	6
Sugar dispensers	6	5
**16 ox. Water glasses	24	28
Butter Plates	10	5
**Ash Trays	12	18
Baking Pans (Sheets)	2	2
Pie Plates	6	6
Cake Pans	4	4
Iron Skillet 12" w/cover	1	no cover
4 qt. aluminum pot w/cover	2	2
6 qt. aluminum pot w/cover	2	2
12 qt. aluminum pot w/cover	2	never rec.
3 qt. collandar	1	1
Rolling pin	1	1
Ice trays	8	8
Flour sifter	1	1
Butcher knife, small	1	1
Butcher knife, large	1	1
Soup ladle - Stainless Steel	1	1
Pancake grill	1	1
2 qt. sauce pans	2	2

(HALF WAY HOUSE INVENTORY, CONTINUED)

DESCRIPTION	NO. ORDERED	NO.-ON-HAND
Moonweave spread blankets	16	16
Mattress covers plastic (single bed)	16	16
Pillow protectors, plastic	16	16
**Dishclothes	2 dzn.	3 dzn.
*Dishtowels	5 dzn.	2 dzn.
Bedspreads	6	6
Mop handles	6	3
Spray guns	3	3
Mop bucket with wringer	2	2
Commode Brushes	2	2
Stick brooms	7	3
Push brooms	1	1
Bath mats	3	3
Toilet Tissue Hanger	1	1
Soap dishes	2	2
Dust mops	4	4
Yark rake	1	1
Leaf rakes	3	2
50' water hose and nozzle	1	1
China plates	24	26
China cups	24	19
Platters	10	9

(HALF WAY HOUSE INVENTORY, CONTINUED)

DESCRIPTION	NO. ORDERED	NO.-ON-HAND
Steam iron	1	1
Ironing Board and Vocer	1	1
4 slice toaster	1	1
Electric mixer	1	1
4 qt. pitcher	2	2
same as above	2	2
Potato masher, stainless steel	1	1
12 x 16 pans for corn bread	2	2
1 qt. measuring cup	1	1
Food chopper - manual	1	1
12" muffin pans	6	6
Dish pan - medium	1	1
Funnel - medium	1	1
Corn stick pans	5	4
Chopping block	1	1
Strainer	1	1
Trash cans	8	6
Table cloths	6	5
Shovels	2	2
Hoe	1	1
Lawn mower	1	1
Axe	1	1

(HALF WAY HOUSE INVENTORY, CONTINUED)

DESCRIPTION	NO. ORDERED	NO. -ON-HAND
Bedside Lamps	16	16
Rugs with Pads	4	4
Pair drapes (installed)	33	33
T.V. Set-22; G.E., Black & White Model, #M 720 CWD with stand	1	1
Chair, MU 38 gold 26, Black frame, Micarta Arm Rest (Office)	1	1
MU 3A Lounge Chair, Gold 26, Black frame (office)	1	1
3 x 4 bulletin board (hall)	1	1
Ping Pong Table (cellar)	1	1
Checker Sets	2	2
Chess Sets	2	2
15 cubic foot #EE155 Refrigerator	1	1
Electric Range #RRE 400	1	1
Automatic Washer-18 lb. Capacity #LRA 680	1	1
Automatic Dryer-18 lb. Capacity #LRE 5600	1	1
AMF (Continental) Billard Table (Cellar)	1	1
Outside T.V. antenna	1	1
*Pillow cases, Springmaid 42 x 36	60	33
*Sheets, single bed, Springmaid 72 x 93	96	64
*Hand towels, 15 x 24, lightweight	108 -216	92
*Bath towels, 20 x 40, lightweight	108	
*Face cloths, white	108	50

(HALF WAY HOUSE INVENTORY, CONTINUED)

DESCRIPTION	NO. ORDERED	NO.-ON-HAND
Hedge clipper	1	1
**Pillow (foam)	22	33
Rug	16	16
Saucers	24	20
Can opener - Electric	1	1

* Sllow for soiled pillow cases, sheets, hand towels, bath towels and face cloths that were not accounted for.

** The Half Way House Personnel purchased extra items from house funds.

APPENDIX D.

RECOMMENDATIONS

The staff of Project First Chance offers the following recommendations to those planning to oeprate transitional residence similar to the First Chance House:

Begin searching for a suitable location at least six (6) months prior to the date the first occupant is to be released.

Hire a Superintendent at least three (3) months before the opening date.

Initiate a face-to-face program carefully detailing the purpose of the residence and the role the people in the community can play in the rehabilitation of these former inmates at least two (2) months before the opening date, regardless of whether the residence is located in a previously integrated neighborhood or not.

Hire at least one staff member who has experience in alcoholism.

Set up all rules and policies at least two (2) months before the opening date.

Have the Vocational Counselors and the Social Workers explain the advantages of the residence to all potential occupants at least two months before they are scheduled for release.

Hire at least one staff member with bookkeeping experience.

Make arrangements with Vocational Rehabilitation or a prisoner's aid society to pay at least two weeks' room and board while the trainees locate employment.

Assign one staff member the task of meeting with employment representatives from Vocational Rehabilitation, the Employment Security Commission and other agencies and helping the occupants find employment.

Set up a file on each resident giving his employment record and other pertinent data.

VIII. E & D Summary

A. Overview

The Experimental and Demonstration section of Project First Chance involved the efforts of the Project Director, the Social Workers and the Researcher. For the first two years of operation the First Chance House staff was also a part of E & D (see section VII of this report). All of these staff members went into the field at one time or another to provide services or offer assistance to releasees, although the great majority of his external work was performed by the Social Workers.

For purposes of research we carefully selected a sample to study.

The population from which the sample is drawn includes all those single men who volunteer for Project First Chance and are found to be eligible. Our rationale for using single men was:

a. We believed single men would volunteer for and need ancillary services more than married men.

b. It was felt that the fact that a man was married indicated different attitudes and emotional patterns from those of a single man.

All potential trainees in Project First Chance are interviewed by the Social Workers and the Vocational Counselors to determine whether or not they desire any services beyond the vocational training they will receive.

Only those inmates who volunteer for one or more additional services are assigned to an experimental group. As previously stated, not all who volunteer and are eligible can be accepted, and it is these individuals who are assigned to the experimental group which receives no training.

After the sample has been selected, each individual is assigned to one of five experimental groups. Those assigned to Group I receive social services after their release and are allowed to go the the Halfway House. Those individuals in Group II are allowed to go the the Halfway House only. Persons assigned to Group III receive social services only and are not allowed to go to the Halfway House. Group IV assignees do not receive social services and are not allowed to go to the Halfway House. All members of the first four groups receive vocational training. However, the members of Group V receive neither training nor the other services. This last group consists of men who were eligible for Project First Chance and volunteered for one or more of the post-release services but could not be accommodated in the vocational training segment of the program.

Assignments were made to the five experimental groups randomly. One restriction, however, was that the various trades be distributed as evenly as possible through the first four (4) groups. For example, if twenty (20) bricklayers leave the institution, five (5) will be assigned to each of the first four (4) groups.

Follow-up began on these men as soon as they were released, and forms were designed to be filled out at six and twelve months. At the end of twelve months a graduate was dropped from the caseload.

B. Characteristics of Trainees

A look at the characteristics of the population which made up Project First Chance makes one wonder how the project was completed at all. This project was one of the first of its kind to operate within a penal institution. Consequently, not only were most trainees from low income families, but all of them were felons.

Only twenty-six (26) per cent of the trainees had completed beyond the eighth grade when they entered training, while seventy (70) per cent had to repeat at least one grade. Seventy-two (72) per cent reported regular church attendance (at least two meetings a month) as a child, but only nineteen (19) per cent reported regular church attendance in the two years preceding their current offense.

Sixty-seven (67) per cent of our trainees came from towns or cities of ten thousand or more people. Sixty-four (64) per cent had electricity, indoor plumbing and an indoor bath. Sixty (60) per cent held three or more jobs in the five years, prior to their present conviction, and thirty (30) per cent of these had six or more obs.

The tables on the following pages show the characteristics of the trainees and their families.

BIRTH ORDER

Unknown	3
First	40
Second	20
Third	25
Fourth	17
Fifth	19
Sixth	4
Seventh	4
Eighth or over	8

NUMBER OF CHILDREN IN FAMILY

One	13
Two	10
Three	20
Four	12
Five	13
Six	20
Seven	16
Eight	13
Nine or more	16
Unknown	2

GRADES COMPLETED	
One	3
Two	6
Three	12
Four	16
Five	7
Six	13
Seven	15
Eight	34
Nine	20
Ten	10
Eleven	4
Twelve or more	2

FIRST TIME GRADE REPEATED	
None repeated	42
First	20
Second	10
Third	22
Fourth	12
Fifth	10
Sixth	13
Seventh	13
Eighth	2
Ninth	6
Tenth	1

NUMBER OF ESCAPES

None	113
One	19
Two	4
Three	1
Four	0
Five	1

MARITAL STATUS

Single	84
Married	34
Divorced	9
Legally separated	1
Non-legally separated	7
Widowed	3

NUMBER OF DEPENDENTS

None	88
One	20
Two	18
Three	4
Four or more	8

NUMBER OF JOBS HELD IN FIVE YEARS PRIOR TO PRESENT CONVICTION

Unknown	12
None	1
One	17
Two	25
Three	27
Four	17
Five	14
Six or more	25

NUMBER OF CHILDREN LIVING AT HOME	
None	37
One	22
Two	23
Three	16
Four	12
Five	10
Six	8
Seven	2
Eight	6
Nine	1
Unknown	3

PRIOR DOMESTIC PLACEMENT	
Natural parents	68
Adoptive parents	0
Mother and stepfather	12
Father and stepmother	0
Foster parents	9
Mother only	23
Father only	9

TYPE OF HOME

One bedroom apt.	10
Two bedroom apt.	6
Three or more bedroom apt.	10
Rent house, 1 BR.	4
Rent house, 2 BR.	30
Rent house, 3 BR.	51
Buying or own, 2 BR.	13
Buying or own, 3 BR.	22

TYPE OF JOB

Professional	0
Clerical	1
Skilled	7
Semi-skilled	50
Unskilled	75

CHURCH ATTENDANCE AS A CHILD (16 or Under)

None at all	10
Seldom (once every 3-12 months)	15
Irregular (once every month or two)	14
Regular (two or more a month)	99

RELIGIOUS AFFILIATION

None	27
Baptist	74
Methodist	13
Presbyterian	3
Roman Catholic	1
Jewish	0
Church of God	5
Holiness	4
Lutheran	2
Episcopalian	1
Pentecostal	4
Other	4

CHURCH ATTENDANCE TWO YEARS PRECEDING CURRENT OFFENSE

None at all	63
Seldom (once every 6-12 months)	32
Irregular (once every month or two)	19
Regular (two or more a month)	24

DISCIPLINE BY FATHER

Overstrict or erratic	37
Lax	39
Firm, but kindly	54
Unknown	17

SUPERVISION BY MOTHER

Unsuitable	27
Fair	45
Suitable	68

COHESIVENESS OF FAMILY

Unintegrated	42
Some elements of cohesion	60
Cohesive	38

ATTITUDE DURING INTERVIEW

Friendly and outgoing	43
Moody	10
Easily angered	7
Quiet	40
Talkative	5
Shy (self-conscious)	17
Antagonistic	13
Self-confident	5

PRIOR RESIDENCE

Rural farm, under 2,500	22
Rural nonfarm, under 2,500	9
Urban, 2,500 - 9,999	16
Urban, 10,000 - 24,999	22
Urban, 50,000 - 99,999	60
Urban, 100,000 or more	11

NUMBER LIVING IN HOME

Immediate family only 2-5	55
Immediate family only, 6-8	28
Immediate family only, 9 or more	24
Family & other relatives, 3-6	17
Family & other relatives, 7-or more	16

COMFORT OF HOME

Electricity, indoor plumbing & bath	90
Electricity, indoor	9
Electricity, outdoor plumbing bath	32
No electricity, indoor plumbing, outdoor bath	9

DID SUBJECT LIKE SCHOOL

Very much	50
Some	47
Not much	28
No	15

PRIMARY OFFENSE ON WHICH COMMITTED

Assault	28
Automobile	9
Burglary	7
Drugs, Narcotics or Alcohol	2
Paper Crime (Fraud, Forgery, etc.)	10
Death	4
Larceny	40
Robbery	26
Sex crime	9
Miscellaneous	47

NUMBER OF PREVIOUS CONVICTIONS

None	56
One	28
Two	24
Three	13
Four	6
Five or more	11

NUMBER OF JUVENILE CONVICTIONS

None	69
One	52
Two	11
Three	5
Unknown	1

COURT REPRESENTATION

No legal counsel	20
Court-appointed	69
Own counsel, fee $200.00 or less	25
Own counsel, fee over $200.00	15
Own counsel, fee unknown	1

AGE AT FIRST LEAVING HOME OR FOSTER HOME FOR SIX MONTHS OR MORE

14 or under	35	21 - 23	7
15 - 16	35	24 - 27	3
17 - 18	47	28 - 34	1
19 - 20	12	35 or over	0

PRESENT EVALUATION OF COURT EXPERIENCE

No dissatisfaction	82
No conviction with better lawyer	20
Shorter sentence with better lawyer	22
Lawyer promised things he didn't do	11
Suspects conspiracy with prosecutor	8

IF SENTENCE FAIR, WHY?

Becaue of prior record	24
Because of nature of crime	43
Evidence overwhelming	16
Feels one should pay for one's crime	10

AMOUNT OF MONEY INVOLVED IN CRIME

Monetary offense, no gain	43
$50.00 or less	24
$50.01 - $100.00	10
$100.01 - $250.00	6
$250.01 - $500.00	8
$500.01 - $750.00	3
$750.01 - $1,000.00	3
$1,000.01 - $2,500.00	5
Over $2,500.00	6

IF SENTENCE UNFAIR, WHY?

Not guilty	10
Technical innocence, unaware offense was criminal, irresistible pressures (starvation), etc.	27
Others with same or more serious crime received less time	4
Objects to prior records being considered	12
Improper or illegal police or judical action	10
Public sentence considered more than nature of crime	2

IF SUBJECT DID NOT APPEAL, WHY?

Not applicable, appealed	3
Financial reasons	17
Ignorant of possibilities	25
Satisfied with present sentence no other offense involved	47
Feared prosecution on other charges	22
Felt appeal would have done no good	23

WAS PROBATION CONSIDERED

No	96
Requested but denied	6
Sentence and probation	13
Here on probation violation	18
Don't know	5

AMOUNT OF BOND

$500.00 or less	13
$501.00 - $1,000.00	20
$1,001.00 - $5,000.00	44
$5001.00 - $20,000.00	19
$20,001.00 or more	14
None	8

TIME IN JAIL BEFORE RELEASED ON BOND

Less than one day	5
1 - 7 days	15
8 - 14 days	3
15 - 30 days	4
31 - 60 days	3
Over 60 days	5
Not released	87

IF NOT RELEASED ON BOND, WHY?

Financial reasons	41
Didn't want to be cut	18
Bondsman refused to sign	5
Tried the following	3
Don't know	8

TOTAL TIME BETWEEN ARREST AND TRIAL

Less than one day	7
1 - 7 days	11
8 - 14 days	13
15 - 30 days	34
31 - 60 days	22
61 - 90 days	28
91 - 120 days	11
Over 120 days	21

AGES OF TRAINEES

15 - 17	5
18 - 20	35
21 - 23	32
24 - 26	19
27 - 29	15
30 - 32	14
33 - 35	6
Over 35	12

SENTENCE LENGTH

One year or less	4
Two years or less	50
Three years or less	34
Four years or less	16
Five years or less	14
More than five years	20

RESIDENCE WHEN ARRESTED

Parents	67
Spouse only	27
Spouse and/or children	20
Spouse and relatives	3
Friends	2
Alone	7
Girlfriend	1
In Service	1

FEDERAL INCOME TAX EVER FILED	
Yes	73
No	51
Never Employed	4
Never made enough	10

PRIMARY OCCUPATION OF FATHER AT ARREST	
Professional	2
Clerical	5
Skilled	31
Semi-skilled	60
Unskilled	25
U.S. Army	4
Unemployed	1
Unknown	9
Deceased	1

CRIMINALITY IN FAMILY	
None reported	82
Felony by sibling	39
Felony by father	8
Felony by mother	1
Felony by mother & sibling	1
Felony by father & sibling	6
Felony by father, mother, & sibling	1

FAMILIAL DOMINANCE

Unknown	17
Mother dominant	40
Father dominant	45
Equal	20
Child-centered	11
No family authority	15

BEHAVIORAL RELATIONSHIP OF FATHER TO CHILDREN

Unknown	22
Warm, accepting	60
Much fighting, quarreling	20
Cold, distant	21
Ambivalent	17

BEHAVIORAL RELATIONSHIP OF MOTHER TO Children

Unknown	12
Warm, accepting	90
Much fighting, quarreling	5
Cold, distant	15
Ambivalent	18

PREVIOUS OCCUPATION

Unskilled laborer	90
Semi-skilled laborer	15
Skilled laborer	5
White-collar or professional	3
Didn't work	27

PRESENT MARITAL STATUS OF MOTHER OR MOTHER SUBSTITUTE

Unknown	5
Married, living with mate	60
Separated	15
Deserted	3
Divorced	20
Widowed	3

PRESENT MARITAL STATUS OF FATHER OR FATHER SUBSTITUTE

Unknown	10
Married, living with mate	60
Separated	3
Deserted	3
Divorced	20
Widowed	3

BEHAVIORAL RELATIONS BETWEEN PARENTS

Unknown	10
Unusual warmth	20
Average	42
Below average	2
Much argument	16
Imcompatible (fighting)	10
Incompatible with one or more separations	40

FATHER'S EDUCATION

None	6
First	2
Second	8
Third	9
Fourth	8
Fifth	6
Sixth	13
Seventh	11
Eighth	4
Ninth	8
Tenth	8
Eleventh	5
Twelfth or more	12

MOTHER'S EDUCATION

None	5
First	2
Second	3
Third	6
Fourth	8
Fifth	12
Sixth	11
Seventh	19
Eighth	8
Ninth	9
Tenth	9
Eleventh	8
Twelfth or more	15

C. Effectiveness of the Project

One of the criteria of effectiveness of Project First Chance was the recidivism rate. Group I had three, Group II had four, Groups III and IV had five each, and Group V had eight. A second criterion was regular church attendance (two or more times a month). These figures are as follows: Group I - sixty per cent, Group II - sixty-five per cent, Group III - sixty per cent, Group IV - fifty per cent, Group V - thirty-five per cent.

Every graduate of Project First Chance (Groups I - IV) who was released had at least one job opportunity while twenty per cent of Group V never held a job in the year following their release. The average wage of the graduates was $1.85 an hour, and they worked an average of forty weeks. The average wage of the members of the control group (V) was $1.27 an hour, and they worked an average of thirty-one weeks.

Facts and figures often seem a cold way of presenting the results of a project of this nature, so the following case histories are offered:

Case History A. Thirty-year-old Negro. Single.
He spent all but six months of his
life since age seventeen in jail.

Welding Graduate. Released 5/20/67.

A. was sentenced on May 29, 1964, to serve a term of five years at the South Carolina Department of Corrections for housebreaking and grand larceny. Not only has he spent all but six months of his life since age seventeen in jail, but also he served six years as a juvenile offender at the John G. Richards School for Boys.

This man never knew his father and was the third of five siblings raised by his mother in Charleston, S. C. His mother, a literate woman, worked as a domestic and received assistance from the Department of Public Welfare. None of his four brothers have been arrested by the police. One of them finished college and is currently teaching school in Charleston, while A. only completed the third grade.

A. was first sent to reform school at the age of eleven (11) years for repeated thefts. Since that time he has admitted to having difficulty controlling his drinking. His only previous occupational experience was a six-month job in an upholstery shop in Bamberg, S. C.

After returning to Charleston in February of 1964, A. was picked up for drinking and resisting arrest. When the police searched him they found the keys to a recently robbed service station in one of his pockets. He pleaded guilty to house breaking and grand larceny.

While he was in prison, A. received a sentence of 14-28 days in solitary confinement for leaving his job and returning to his cell under the influence of intoxicants. After he enrolled in Project First Chance, his disciplinary record remained clear.

He joined the Welding class, and his conduct rating ranged from average to good. His work rating started below average, but improved to average at the end of the course. His attitude was consistently good, but his personal hygiene remained consistently below average. After a slow start he raised his grade on the California Achievement Tests to seventh grade-fourth month (7.4), not bad for a man with a third grade education.

The Vocational Counselors and the Social Workers met frequently with A. and worked to help prepare him to get along in modern society. When he left the institution he was allowed to go to the First Chance House.

A's. first two jobs after release were in construction as a post-hole digger and working on a garbage truck. Late one Sunday night two months after his release, he stated that he was disappointed with his job assignment and that he was going to return to his old job as an upholsterer in Bamberg. He averred that he had called his old employer and promised to return. The Social Worker advised him to stay in Columbia and the next day A. found two job opportunities making one-hundred ($100.00) a week to start, but he insisted on returning to his former employer who had obtained clothing for him and offered him a job when he came up for parole.

After returning to his former employer, A. worked for five months without getting into any trouble and even began attending church regularly and taking an English course in night school. Then he began making more money as the Christmas season neared and work picked up, but he felt that his employer was discriminating against him because he took more money out his pay check. Because of this feeling he began drinking again and was arrested twice for being drunk and disorderly. His employer paid both fines ($100.00 and $150.00) on the condition that A. repay him. The Social Worker carefully explained that when you make more money the government requires that you pay more taxes. He also told A. how ridiculous it was for him to have to pay the city so much money that he had worked so hard to earn. Then he helped A. work out a budget so that he would pay all his bills and save a little money too.

A. also expressed guilt feelings about not being able to accept the friendship of "normal people". He stated that he felt especially uncomfortable around the "nice" girls he had met. It was his feeling that he could relax and be himself more around his rowdy friends. The Social Worker explained that even the best people sometimes makes mistakes, and that they would be tolerant of his errors if he tried to do the best he could. The Social Worker also tried to help him find a club or group he could join and talk over problems.

Next the Social Worker made arrangements for A. to pay off his debt to his employer during the next three months and leave the community in order to get himself out of a rut. In spite of his depression, A. can be proud that he has now (9 months after release) enjoyed his longest period of freedom since he was eleven (11) years old.

At his final contact A. was gainfully employed in an upholstery shop in Columbia which was operated by another former inmate. He has had no further arrests, and his prognosis is rated as very good.

Case History B. Twenty-five year old Caucusian. Single. Second offense.

Welding Graduate. Released 5/20/67.

Subject B. lived in Gaffney, South Carolina with his natural parents, both of whom are illiterate and both of whom worked. Consequently B. was raised by his sisters and when he quit school after the fourth grade, neither parent objected strenously.

Prior to his incarceration, B. had only one arrest on his F.B.I. record. He received a fifteen (15) month suspended sentence in 1959 at the age of fifteen for housebreaking and grand larceny. He had several arrests for being drunk and disorderly on his local record.

For his latest crime, B. was reported to have held his mother hostage. He allegedly said he was waiting for his father, who had gone fishing, and that he was going to kill his father, his mother and himself. A neighbor came in and tried to get B. to let his mother go, and B. turned on her, too, and she had to hit him with a bottle in order to get away. In the meantime he broke windows out and smashed a door to his home. Next he broke into his father's store, shattered a plate glass window, grabbed a shotgun and two boxes of shells, and gathered all the cash he could find. He then ran outside and fired the shotgun into the air thirty or forty times. Upon the arrival of the police, B. ran across a field and turned and fired in the direction of the police. Later testimony revealed that just prior to this incident, he was seen taking two "pills" and drinking some wine.

One week after his arrest B. was sent to the South Carolina Department of Mental Health for observation. The Psychological Evaluation showed that he was functioning in the borderline intellectual range, with an I.Q. of 73 as measured by the Wechsler Adult Intelligence Scale (WAIS). The Psychologist also stated that the data he gathered were... "consistent with a diagnostic impression of personality disorder (unstable) in an individual with limited intellectual capacity. There is no evidence to suggest gross pathology of an organic or functional nature...".

An interview with B's. father revealed that he feels his son's difficulties stemmed from running around with "a bunch of rough boys" and a woman of questionable character. Further investigation into the family's background revealed that the father has several convictions for manufacturing and selling bootleg liquor.

As a result of his escapades, B. was sentenced to a term of two years on the Cherokee County Chain Gang. After six months he escaped, and when recaptured on August 23, 1966, he was transferred to the South Carolina Department of Corrections. He enrolled in Project First Chance on September 15, 1966, and requested the Welding course.

B. began to apply himself to both his Basic Education and welding classes. He couldn't read well enough to take the California Achievement Tests (CAT) when he enrolled, but by the time he left his CAT total battery score was third-grade-ninth month (3.9). His welding instructor rated his work from good to excellent. Ratings on conduct, attitude and personal hygiene ranged from average to good.

The Vocational Counselor talked with B. concerning the use of "pills" and referred him to the Alcoholic Rehabilitation Counselor and the Prison Chaplain. His prognosis was still listed as average, in spite of these attempts to help him. The staff found that his behavior pattern of doing good work, but only when and where he wanted to, was extremely difficult to alter.

The staff decided, however, to try to do something for a trainee above and beyond the call of duty. One of the Social Workers and a Vocational Counselor went to the Director of the South Carolina Department of Corrections and made an appeal for the return of B's. good time which he had lost because of his escape. The request was granted so that B. could leave the institution when his class graduated.

The staff also referred him to Mr. James Rice, who is head of Vocational Rehabilitation at the Pre-Release Center. Mr. Rice counseled with B. and upon his release transferred the case to the Vocational Rehabilitation Counselor in his home town.

The Social Worker went to the Vocational Rehabilitation office in Spartanburg, South Carolina, two weeks after B's release to check up on his employment success. The Counselor there stated that B. had come to his office as soon as he had reached town, his clothes were still packed in a box he had brought from the institution. Vocational Rehabilitation provided him with thirty dollars ($30.00) for maintenance each of the two weeks following his release, but was withholding work clothing and tools until B. had a job.

In the afternoon the Social Worker visited B's. home and agreed to talk to the supervisor of welding at the Campbell Limestone Company in Gaffney, South Carolina about obtaining employment for him. The next day B. called the Worker and told him that he had the job and was making $2.65 an hour with an automatic raise to $3.00 an hour after ninety days.

Two months later the Worker talked with B. and found that he had lost his job due to an accident in which he hurt his arm and that he wanted to come to Columbia.

Arrangements were made for him to stay at the First Chance House, and the Worker took B. to the South Carolina Employment Security Commission where he was immediately found a job at the Weston and Brooker Company in Cayce, South Carolina. A pre-employment physical revealed that B. had a hernia which demanded immediate surgery. Therefore, the Worker made arrangements with Vocational Rehabilitation for him to enter the hospital.

The surgery was successful and B. returned to his town. The Worker's next trip there showed that he had left there shortly after his arrival because he had become involved with a woman who later killed a man. Through his brother B. was located working in a mill in Concord, North Carolina, at $3.25 an hour. B. stated that he would like to return to Columbia and get a welding job there because there were no openings for welders in a cotton mill town. After a long session with the Worker, B. seemed to realize that it was in his own best interest to remain at his present place of employment.

At our last contact B. was still employed in the same mill, but he was making statements about quitting for a couple of weeks and making Vocational Rehabilitation get him another job. He also bragged that he would make them send him to college. Even though he has managed to stay out of trouble with the law for the past year, it is the opinion of the staff that B's prognosis is not good.

Case History C. Nineteen-year-old Negro. Single. Mental Defective.

Brickmasonry Graduate. Released 5/20/67.

Trainee C. is the oldest of eight children who lives with both natural parents in a four room walk-through house in Taylors, South Carolina. As a child he did not attend church because his parents were completely uninterested in religion. Although he claimed an eighth grade education, he was unable to read when he entered prison.

Evaluation of C. at this time revealed a Revised Beta I.Q. of 53. On tests for digit span, general knowledge, mechanical comprehension and manual dexterity he did very poorly.

C. was admitted to the South Carolina Department of Corrections for committing four cases of housebreaking and larceny and six cases of railroad car breaking and larceny. He was sentenced to five years on each count to run concurrently, but this sentence was later changed to three years to serve and five years probation.

We accepted C. into the program with the hope that with counseling and individual instruction he might be able to learn enough to get along after his release. His brickmasonry instructor commented several places in his record that C. was very slow. This man also felt that C's. ability to grasp and adjust to situations was very low. C's. work was rated as poor, his personal hygiene as average, and his conduct and attitude as good. By the time he left the institution C. has raised his reading level to third grade--third month.

Upon release he returned to his home in northwestern South Carolina. Prior to receiving training in Project First Chance C. had never kept a job more than a few months without being fired. His retardation is so great that he probably would not have survived without his parents' constant supervision.

The Social Worker visited the home immediately after C's. release and helped him obtain a job with a construction firm. A counseling session was held with the family to help them better understand C's. behavior. The family was also told that additional services might be available through the local offices of the agency for Vocational Rehabilitation.

Due to a transportation problem C. was unable to continue his first job after working about three weeks, so the local Vocational Counselor got him a job on a beverage truck at twenty dollars a week. He informed the Social Worker that the family needed more money, so the

Worker got him a job on a chicken farm making one-fifty ($1.50) an hour.

A. continued working on the chicken farm for nine months and had begun to earn a bit of extra money for working overtime. Then the Social Worker received a letter from his mother stating that he was in jail under $1,000.00 bond for auto theft. Investigation revealed that C. had gone into a store to make some purchases, and that upon his return a friend offered him a ride. C. was unaware that the car was stolen until the police picked them up and charged them with auto theft.

As a result of this incident, he was given three more years in prison. At present the Social Worker is gathering data in hopes of having the judge re-hear the case.

Case History D.	Sixteen-year-old Negro. Single. Two Juvenile Convictions.
Brickmasonry Graduate.	Released 2/1/68.

This youngster of average intelligence (102 on the Revised Beta) is very immature in both looks and actions. D. could easily pass for a thirteen- or fourteen-year-old.

He is from a broken home where he and his twin brother are next to the youngest of seven children. His mother owns her own home, but is handicapped and must live on welfare. Nothing is known of the father except that he lives in Philadelphia and occasionally sends a little money to the family.

As a child D. rarely attended church and only completed the sixth grade in school. His only work experience is shining shoes, and his plans about the future were very hazy when he entered prison. In 1960 he was sent to the John G. Richards Industrial School for Boys because he was caught shoplifting. He was paroled after one year, but violated parole in 1962 and was returned.

D. was sent to the South Carolina Department of Corrections and charged with two cases of Larceny for which he received a sentence of three years. He also has one case of escape which gives him an additional six months.

His immaturity continued to manifest itself after he enrolled in Project First Chance when he had to be placed in the Maximum Detention Retraining Center for throwing a brick. Also, his work was rated as poor, and his instructor said that he was very uncertain.

Both Vocational Counselors worked with him, and toward the end of the course he began to show progress. At his release he was referred to the Agency for Vocational Rehabilitation which made arrangements for him to receive further training at the South Carolina Area Trade School.

The Social Worker contacted D's. counselor and discussed the case with him. Next he made arrangements to meet with D. every two weeks for counseling.

After six months he left the trade school and returned home because he was not getting along well with the other students. A check by the Social Worker revealed that D. was enrolled in high school in the afternoon and is continuing his brickmasonry training each morning.

One year after his release D's. outlook on life has changed radically, and he appears to have set some realistic goals which he is trying to attain. The staff now rates his prognosis as very good.

There are stories of success and stories of failure to be told in a project of this nature, but the figures show that nearly twice as many members of the control group returned to prison. Church attendance was significantly greater among the members of the experimental groups. The length of time worked and the average salary were significantly greater for the experimental groups. In addition significantly more graduates than non-graduates held jobs.

These data all combine with the change in attitude and increased morale of the entire inmate population to make Project First Chance an unqualified success.

D. Problems and Recommendations

We recommend a deeper involvement of the Employment Security Commission and the Agency for Vocational Rehabilitation in assisting the staff in state-wide contacts. Their assistance proved invaluable to Project First Chance. A Job Placement Officer would make closer contact feasible.

One problem beginning programs might have is anticipating trainee release dates. Where possible the staff should make arrangements to have the institution send a list of trainees at least sixty days in advance.

As a result of the success of Project First Chance, a series of Community Pre-Release Centers was begun in South Carolina. These centers will solve the problem of what to do with a man who completes his training well in advance of his release date by allowing him to work in the community during the day and return to custody at night.

It is our recommendation that there be great pre-release involvement of the Social Workers. They should interview a man at least three months prior to his release. There should be a careful explanation of the many services that will be available to him. The Social Workers should find where he intends to go and visit the family at least once before the trainee's release date.

IX. Summary

A. Data Summary

Date of Compilation: June 30, 1969

	Cycle I	Cycle II
Starting Date:	August 1, 1966	December 1, 1967
Completion Date:	November 30, 1967	February 28, 1969

Joint Funding By:

United States Department of Labor
Manpower Administration
Contract No. (82-43-66-98)

and

The Department of Health, Education and Welfare
Manpower Development and Training Act
SC(MR) 6101-000

Features:

Vocational Training Courses
Adult Basic Education Classes
Intra-Institutional Counseling (group and individual)
Transitional Residence
Employment
Social Services Follow-Up

Location:

South Carolina Department of Corrections
1515 Gist Street
Columbia, South Carolina 29202

		Cycle I	Cycle II
Facts and Figures:	*Total Enrolled	216	283
	Obligation	180	200
	Graduated	168	168
	Per Cent of Obligation Graduated	93.3	84
	Average Number of Graduates Per Class	18.7	16.8
	Recidivists	20	6
	Social Services Only	4	-
	Halfway House Only	5	-
	Receiving None	5	-
	Receiving Both	3	-
	Not Released	7	12
Graduation Record:	Auto Body Repair and Painting	19	17
	Auto Mechanics	19	21
	Bricklaying and Masonry	40	39
	Carpentry (Construction)	19	16
	Electrical Appliance Repair	19	15
	Maintenance (General)	16	15
	Welding (Combination)	36	33
	Radio-TV Repair	-	12
Employment:	Number of Men Placed	160	156
	Total Placements	293	194

* A number of trainees were removed from training for disciplinary reasons or for their own safety.

B. Cumulative Recommendations

Begin searching for staff members six months to a year prior to the time the grant is to become effective.

These additional staff members are needed: Psychometrist, Job Placement Officer, and Administrative Assistant.

Weekly meetings of the E & D staff, bi-weekly meetings of the training staff, and joint bi-weekly meetings should be held.

Work with existing education programs as closely as possible in selecting tests.

The director of testing should be totally familiar with administering, scoring, and interpreting each test before it is to be used.

Tests such as the MMPI should be administered in large groups with a tape recorder.

A blackboard and all testing materials should be in the room prior to the scheduled testing time.

Separate close friends and cliques.

Number all test booklets and have the examinee put that number on his answer sheet.

Count all test booklets and answer sheets before allowing the men to leave the room.

Keep a separate sheet on each man with a record of all tests he has taken.

Plan to have adequate space for those classes which need room outdoors.

Courses such as janitorial service and farm labor should be designed for those men with extremely low IQ's.

Some method of keeping track of trainees must be found.

The Vocational Counselor should remain aloof from administrative activities.

Jobs should be lined up for graduates prior to their release and frequent checks should be made for the first month.

Initiate a face-to-face program explaining the good a transitional residence can do for the community and the role the community can play in the rehabilitation of former inmates.

Have all policies and rules of conduct formulated prior to the opening of the transitional residence.

Hire one staff member with bookkeeping experience and one with experience in alcoholism for the transitional residence.

Involve the Employment Security Commission and the Agency for Vocational Rehabilitation in state-wide contacts.

Make arrangements to have trainee release dates at least sixty days in advance.

The Social Workers should be deeply involved in pre-release contacts with the trainees.

APPENDIX A

CURRICULUM BULLETIN
OF
PROJECT FIRST CHANCE
THE
M.D.T.A. TRAINING CENTER
AT THE
SOUTH CAROLINA DEPARTMENT OF CORRECTIONS

FOREWORD

Vocational education within itself does not equip one adequately to adjust and compete in our complex and automated society. Basic education does not accomplish these purposes alone. Therefore, we have endeavored to build an educational system which not only deals with school's academic achievement but also with human behavior and their everyday problems.

Our education is built around the total person and does not center around one facet. We are interested in one's needs, whatever and wherever they may be.

James H. DuBose
Superintendent of Education

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INTRODUCTION

Previous studies of the inmate population of the South Carolina Department of Corrections have revealed the following data. Over 43 per cent of the inmates were previously employed as unskilled laborers, service workers, or construction laborers. Also, over 58 per cent claimed to have an eighth-grade education or less. In addition, first offenders comprise 40.44 per cent of the inmate population and second offenders 26.17 per cent.

These startling results, when combined with other social data, reveal that the vast majority of the inmates are poorly equipped to deal with the problem of earning an adequate living following their release. They also indicate that a large portion of the inmate population has not yet reached a point beyond which they cannot be rehabilitated and made productive members of society.

Examination of inmate records show that a great percentage have home backgrounds which are not conducive to their remaining out of prison following their release. It was further noted that a large number of these inmates are in prison long enough to permit the completion of a program of basic education and vocational training.

Job surveys at the local, state, and national level have shown that there is a great discrepancy between the present skills of the inmate population and those in demand in the present labor market. The increasing demand for highly skilled workers does not improve an inmate's prognosis for success upon release.

To enable the inmate to meet the demands of modern-day living, an extensive vocational training program must be undertaken. It is also obvious that a basic education is necessary to the inmate's success in vocational training and in later life. An inmate armed with a sound basic education and a trade is much more adequately equipped to become a productive member of society than one who remains uneducated and untrained.

Some employers might hesitate to give a former inmate work, even if the man was well-trained and highly skilled. Also, many of the inmates lack job-hunting experience as well as actual work experience. For these reasons it is necessary to have an extensive job-placement program in order to insure that each releasee will have the opportunity to apply his newly learned skills.

To further enable the inmates' successful adjustment, some effort should be made to assist them in meeting daily problems other than those which occur as a result of not being able to secure and maintain employment. These needs may be met in two ways. The first of these is the provision of a Halfway House where the new releasee can remain from three (3) to six (6) months following his release and receive support and counsel from his peers and the Halfway House Supervisor. The releasee is thus placed in a situation where there is no social stigma attached merely because he was once an inmate.

The second way of aiding the releasee's successful adjustment is by providing all the many services a Social Worker can give. These include such things as family planning help, marriage counseling, aid in restoring the releasee's pride and self-esteem, and support during times of need.

Thus, Project First Chance was designed to aid the inmate in making a successful adjustment by meeting economic, educational, and social needs. This project aims to demonstrate that a strong vocational and educational background, coupled with a Halfway House and the provision of social services, can enable an inmate to become a productive member of society.

One aim of penology is the protection of society through the incarceration of offenders. It is the aim of Project First Chance to protect society by bringing about a change in behavior after release. This can be done only if educational, economic, and social needs are met.

Before the inmates are admitted to Project First Chance, their records are examined to determine their eligibility. Next, all are submitted to a rigorous program of tests and are allowed several days' observation in each vocational course. The inmates who have the necessary requirements for admittance meet with the staff, are told what vocations they may enter, and are allowed to state their preference of vocations. Of course, the final decision in vocational assignment is made by the staff.

After their official enrollment, the inmates enter a program of prevocational training which gives them an introduction to their preferred vocation and allows them to start their basic education program at the appropriate level. The basic education program continues after the inmates enter their vocational training program.

Prior to release, all eligible inmates are assigned to experimental groups. Jobs are secured for each man upon release, and those who are assigned to the experimental groups receive the appropriate services.

PHILOSOPHY

The staff and faculty of Project First Chance, an M.D.T.A. project, operating as a part of the South Carolina Department of Corrections, believe that an extensive vocational training program will enable an enrollee to meet the demands of modern-day living and that basic education is necessary to the enrollee's success in vocational training and in later life.

It is further believed that an enrollee armed with a sound basic education and a trade is much more adequately equipped to become a productive member of society than one who remains uneducated and untrained.

Before and during the training period, counseling services should be available to aid the prospective trainee in selecting a course of study and a vocation that is compatible with his interest, attitudes, and aspirations, and after he is properly registered in this vocational course, to aid him in his adjustment and guide him throughout the training period.

We also believe that it is necessary for an enrollee to understand himself, differences in others, job and community expectations. We believe that he should be helped in securing a functional knowledge of our national and state government and economy thus enabling him to successfully assume his role in our world.

OBJECTIVES

Recidivism is one of the major problems of penology, and one of the great contributing factors to the high rate of recidivism is the fact that a large segment of the inmate population is totally cut off from normal routes of achievement. One other factor of great concern is the average inmate's virtual unemployability in our technological society.

Our major objectives are

A. To make available to the inmate specific course of academic and vocational training that would be compatible with his interest, attitude, and aspirations, to meet his specific needs.

B. To put into the inmate's hands specific instruments for academic and vocational achievement, instruments that he can use to develop acceptable work and social habits for life outside the institution.

C. To add appreciably to his self-enchantment insofar as such develops out of the experience of achievement.

D. To add appreciably to his motivation for a more normal social adjustment insofar as the behavior of such an adjustment will come to appear to him as valid instruments for attaining normal goals through legitimate efforts.

E. To make available to all inmates an education equivalent to the secondary level in the fields of reading and writing.

F. To attempt to prepare the inmate for his return to a society as a productive member, thus relieving the tax burden of the populace and adding appreciably to the resources of the state and community.

G. To help the enrollee develop or strengthen his sense of responsibility and to increase his awareness of the contribution that he individually can make.

MARKING SYSTEM PHILOSOPHY

A. Accept each trainee as he is and give him instruction on his level.

B. Take into consideration different abilities and different rates of growth.

C. Help each trainee develop to his maximum capacity.

D. Encourage the development of good mental, physical, and social habits and attitudes as well as the mastery of academic and vocational skills.

Project First Chance's Marking Scale --	Numerical Value of Letters
A 90-100	A - 4
B 80- 89	B - 3
C 70- 79	C - 2
D 60- 69	D - 1
F 50- 59	F - 0

Explanation of Symbols

A--Exceptional work; mistakes are rare; minimum rejects; ability in applying knowledge and skills; careful use and care of tools and equipment; does minor repairs also; conserves materials and encourages others to do the same; excellent understanding of subject matter; takes no chances and protects others.

B--Better than quality requirements; above average work in applying knowledge and skill; particular care in use of tools and equipment; does minor repairs; usually careful in selection of proper tools and materials; good understanding of subject matter; and a careful worker.

C--Average; meets quality requirements; generally careful; cleans and replaces tools; average ability in applying knowledge and skills; can be trusted to select proper materials and supplies; usually well organized; rarely takes chances.

D--Often below quality requirements; quite a few mistakes and rejects; shows little ability in applying knowledge and skills; occasionally misuses, misplaces, and damages tools and equipment; cleans up occasionally; wasteful; poor understanding of subject matter: makes little effort; poorly organized; may take chances.

F--Below quality requirements; careless work; many mistakes and many rejects; shows almost no ability in applying knowledge and skills; continually misuses, misplaces, and damages tools and seldom cleans up; almost always wasteful and cannot be trusted to select proper materials for job at hand; inadequate understanding of subject matter; unorganized, haphazard work as well as inattentive; usually a dangerous worker and chance-taker.

Factors Rated

A. Quality of work--performance in meeting established quality standards.

B. Job know-how--how well trainee applies his acquired knowledge and skills.

C. Care and proper use of tools and equipment--trainee's sense of responsibility and knowledge in handling tools and equipment.

D. Selection and care of materials--trainee's economy in use of materials, and his ability to select proper materials for job to be done.

E. Aptitude--Ease with which trainee acquires skill and learns new methods.

F. Safety habits--Degree to which trainee minimizes chances for accidents.

G. Adaptability--Rating the trainee's capacity to grasp and adjust to new problems and changing situations.

H. Application and industry--Rating how trainee applies himself to work assigned; output of satisfactory work.

I. Punctuality.

J. Initiative--Extent to which goes ahead without direction and works without supervision.

K. Neatness and orderliness--Care trainee takes of material and surroundings; also, personal grooming.

L. Cooperation--Ability to work with people.

M. Self-control--Degree to which trainee displays mastery of himself.

N. Reaction to advice and constructive criticism--Ability to take criticism and profit by it.

Each Trainee Is Rated Monthly.

GUIDANCE

The general planning and execution of the guidance program is the responsibility of the vocational counselors, vocational superintendents and Director. However, each Instructor is a Teacher-Counselor. Adequate time is provided for counseling every trainee. The services of the counselors are available to both staff and trainees. Each trainee will have someone to whom he can confide and ask for assistance in dealing with his individual problem. Staff members are encouraged to call upon counselors to give aid in the solution of problems relative to vocational and academic achievement and human relations.

While it is conceded that all Instructors are not counselor or guidance specialists, it is common knowledge that the effectiveness of a good guidance program is contingent upon the cooperation of the entire staff. It is therefore expected that in the interest of good training and providing a well integrated program for all students that every member of the staff manifests his interest in the students by helping to facilitate the guidance program.

Guidance is the key to successful teaching. Constant efforts by both counselor and instructors should be made to understand trainees and help make desirable adjustments. We must be firm but patient and understand as we wish to be understood.

Counseling:

The Vocational Counselor is charged directly with the responsibility of aiding the potential trainee in selecting a vocation that is compatible with his interest, attitude, and aspirations. Once a vocation is selected by use of conferences and test, he then helps the trainee become adjusted throughout his training period.

This is done by counseling sessions, helping him to solve day-to-day problems and planning his vocational future. Group sessions are also had weekly and individual care is given daily.

There is established a Vocational Guidance class that each trainee attends daily. This class is generally concerned with employee-employer relationships. This includes the following:

I. Self Appraisal.
    A. Personality.
        1. Traits for exploration.
        2. Basis for personality differences.
        3. Personality improvements.
        4. Speech and conversation.
        5. Emotions.
        6. Qualities desired by employers.
        7. Qualities objectionable to employers.
    B. Mental ability.
        1. Kinds of intelligence
            a. Verbal.
            b. Practical or mechanical.
            c. Social.
        2. Tests.
            a. Intelligence.
            b. Achievement.
            c. Social.
        3. Education-vocational and academic.
    C. Interests.

1. Vocational.
2. Leisure time activities.

D. Past work experience.

1. Comapny.
2. Location.
3. Type of work.
4. Length of employment.
5. Attitude toward this type of work.

E. Skills.

F. General health.

1. Posture.
2. Good grooming habits.
3. Selection of appropriate clothing.
4. Sufficient sleep.
5. Proper diet.
6. Adequate exercise.
7. Physical of various occupation.
8. Health certificates.
9. Company physical examination.
10. Physical handicaps.
11. Agencies available to help with physical problems.
    - a. Vocational Rehabilitation.
    - b. Local health centers in each area.
    - c. Veteran's Administration.
    - d. Department of Public Welfare.
    - e. Dental clinics.
    - f. American Cancer Society.

    - g. Tuberculosis Association.
    - h. Multiple Sclerosis Society.
    - i. Muscular Dystrophy.
    - j. Social Security Administration.
    - k. Heart Association.
    - l. State Board of Health.

G. Family relationship.

  1. Role in family.
  2. Problems.
     - a. Family Service Association.
     - b. Planned Parenthood.

H. Enrollee's philosophy of life.

  1. Purpose in life.
  2. Self-development.
  3. Relationship with family.
  4. Relationship with opposite sex.
  5. Vocational goals.
  6. Immorality.
  7. Peace of mind.
  8. Belief in dignity of man.
  9. Companionship.
  10. Security.
  11. Pleasure.
  12. Duty.
  13. Service.
  14. Appreciation of beauty.
  15. Self-sacrifice.

16. Contentment.
17. Search for truth.
18. Personal integrity.

II. Getting a Job.

A. Sources of job leads.

1. South Carolina Employment Service.
2. Private employment agencies.
3. School placement services.
4. Want ads in newspapers, professional journals, and trade magazines.
5. Industrial and craft unions.
6. United States Civil Service Commission.
7. Yellow pages of telephone directory, industrial directories, Chamber of Commerce lists.
8. Professional associations, relations, friends, and neighbors.

B. Preparation for interview.

1. Outline for resume.
    - a. Personal data.
    - b. Employment objectives.
    - c. Work history.
    - d. Education.
    - e. Miscellaneous--membership in professional organizations, articles published, inventions, hobbies, special skills.
    - f. References.
2. Letter of application.
    - a. Type or write in ink.
    - b. Use standard-size white paper.
    - c. Write to a specific individual.

  - d. State exactly the kind of position you are seeking.
  - e. Be clear, brief, and businesslike.
  - f. Enclose a description of your training and experience, giving dates, names and addresses of employers, and schools.
  - g. Ask someone you respect to check your letter before sending it.

3. Helpful tips.
   - a. Have all factual information such as address, telephone numbers, and social security number about yourself ready.
   - b. Have necessary papers, licenses, health certificate, working papers, proof of age, union membership card, military records, and other records ready.
   - c. Take samples of work, outline of training and experience for professional jobs and copies of recommendations for personal service jobs.
   - d. Learn as much as you can about the firm to which you will apply.
   - e. Know why you want to work for the company.
   - f. Avoid too fancy or too casual clothes.
   - g. Neatness in grooming is essential.
   - h. Be prepared to furnish references by name, address, and business affiliation.
   - i. References should be people who are acquainted with your work and your character.
   - j. Never take anyone with you to the interview.
   - k. Allow for as much uninterruped time as the interview may require.
   - l. Learn the area salary scale for the job you are seeking.

C. The interview.

1. Be natural.
2. Be pleasant and friendly but businesslike.
3. Let the employer control the interview.
4. Stress your qualifications without exaggeration.
5. Present your resume, work record, references, personal data, work samples, or other materials to support your statements when the employer requests them.
6. In discussing previous employment and work situations, avoid criticizing former employers or fellow workers.
7. Keep your personal, domestic, or financial problems out of the conversation unless specifically asked about them.
8. Be prepared to state the salary you want, but not until the employer has introduced the subject.
9. If the employer does not indicate when a further contact will be made, ask when you may call to learn his decision.
10. If the employer indicates that you are to call or return for another interview, make a written note of time, date, and place.
11. Thank the employer for the interview.

III. Job Adjustment.

A. Keeping a job.

1. Promptness.
2. Clothing appropriate to job.
3. Regular attendance.
4. Cheerfulness.
5. Dependable.
6. Communicative but not chummy.
7. Proper attitudes toward supervisor.

- a. Respect.
- b. Courtesy.
- c. Honesty.
- d. Attitude.
- e. Control of emotion
- f. Avoid "know-it-all".
- g. Ability to look one in the eye.
- h. Interest.
- i. Ability to listen.
- j. Sincerity.
- k. Ability to accept criticism.
- l. Ability to accept blame.
  - (a) Catch self when mistake is made.
  - (b) Catch self before mistake is made.

8. Friendly relationship with others.
9. Avoid criticism.
10. Follow instructions.
11. Practice safety and help others to do so.
12. Put tools back in proper place.
13. Show positive interest in increasing your skill.
14. Do not aggressively become a threat to fellow employees by your increased knowledge.
15. Leave religion, politics, superstitions at home.
16. Time solves many problems.
17. Develop genuine interest and concern for your employer.
18. Benefit from constructive criticism.
19. Avoid excessive talking, gossip, tale-carrying, etc.

B. Fringe benefits.

1. Sick pay.
2. Vacation pay.
3. Holiday pay.
4. Paid rest periods.
5. Lunch period pay.
6. Jury pay allowance.
7. Voting pay allowance.
8. Pay for military service.
9. Unemployment compensation.
10. Pension plans.
11. Christmas bonus.
12. Group life insurance.
13. Hospitalization insurance.
14. Health and accident insurance.
15. Death benefits.
16. Work clothes and shoes.
17. Separation pay allowance.
18. Athletics, recreation facilities.
19. Community activities.

C. Safety on the job.

1. Observation of safety rules.
2. Fire prevention procedures.
3. First aid procedures and equipment.
4. Disposal of wastes.
5. Plant cleanliness.
6. Plant passageways.
7. Workmen's compensation.

a. Report accident to employer immediately.

b. Make claim to employer in writing if disability lasts longer than seven days.

c. Obtain form from your employer and notify South Carolina Industrial Commission.

d. In case of death, claims are made by dependents or next of kin.

e. Secure bulletin published by S. C. Industrial Commission for basic information about the S. C. Workmen's Compensation Law.

D. Job advancement.

1. Need for more training.

2. Labor market trends.

a. Outlook for various jobs in the future.

b. New industrial demands.

c. Need for retraining.

3. Mobility of population.

E. Labor Unions.

1. Advantages.

a. Collective bargaining.

b. Political action--lobbying.

2. Disadvantages.

a. Dues.

b. Must take job assignments.

IV. Objective Attitude Toward Money.

A. To make the most of real income.

B. To understand how our economy affects you, the consumer.

C. To know the consumer facts of today.

D. To define goals and family values.

E. To decide what is necessary for your wants and necessities.

F. To decide where to shop for the most economical and practical.

G. To decide when to shop to find the goods you desire.

H. To plan methods of payment, cash, or credit to fit individual situations.

I. Develop resourcefulness and responsibility.

V. Basic Needs of Individual.

A. Food.

B. Clothing.

C. Shelter.

D. Transportation.

E. Medical care.

F. Recreation.

G. Friends.

H. Church.

I. Education.

J. Employment.

VI. Problems of the Consumer.

A. Wise purchasing.

1. Personal budget of expenditures.

2. Wise selection of needs.

3. Impatient versus patient bargain selection.

4. Priority of needs.

5. Quality of purchases.

a. Read labels for quality and specifications.

6. Consideration of quantity of purchases.

7. Luxury purchasing.

      - a. Home.
      - b. Professional needs.
      - c. Recreation.
    - 8. Family or group decision concerning expenditures.
  - B. Budgets.
    - 1. Budget formation--class activity.
    - 2. Allocation of income to different "basic needs."
    - 3. Why are budgets needed?
    - 4. Budget variations according to different individual and family needs.

Vii. Savings.

- A. Savings deposited in banks. Obtain information from local banks.
- B. Retirement.
  - 1. Social Security
  - 2. Retirement systems.
  - 3. Insurance.
- C. Property--home and real estate.
- D. Government bonds.
- E. Savings on deposit in credit unions.
- F. Stocks.
- G. Non-government bonds.
- H. Danger of keeping savings at home.

VIII. Credit Buying.

- A. Credit rating--obtain information from local businesses.
- B. Danger of over-extended credit.
- C. Closing cost.

- D. Interest.
- E. Monthly payments--see "Budget Formation."
- F. Character references.
- G. Down payment.
- H. Carrying charges.
- I. Record of payment--keep receipts in safe place.
- J. Promptness of payment.
- K. Reputation of business extending credit.
- L. Cash cost versus credit purchase amount.

IX. Wise Buying.

- A. Is it needed now?
- B. Are necessities purchased first?
- C. Comparative purchasing.
- D. Budgeted amount.
- E. Cash or credit.
- F. Advertised sales.
    - 1. Newspaper.
    - 2. Magazines.
    - 3. Store window ads.
    - 4. Handouts.
- G. Time needed for repayment of credit buying versus job security.
- H. Useful lifetime of purchase.
- I. Quality of purchase.
- J. Purchase delay may result in a lower price.

X. Our Economic Way of Life.

- A. We live in a wealthy country.

    1. Widely distributed.
    2. Free enterprise.
    3. Inventiveness.
    4. Ambition.
    5. American government.

B. Our natural resources--entire country benefits from development of our resources.

    1. Land.
    2. Forests.
    3. Water.
    4. Conservation.

C. Human resources.

    1. Manpower.
    2. Necessity of increase productivity.
        a. Job training.
        b. Education.
        c. Hard work.
        d. Self-reliance.
    3. Job availability in areas removed from present community.

What does your money buy for you?

What do you want your money to buy for you?

What can you buy now?

What can you buy later?

Plan for future buying.

What are your fixed expenses? Present? Future?

Taxes

Federal
State
Property
Mortgage or rent?

Insurance

Health
Accident
Automobile
Hospitalization

Life
Fire
Theft
Social Security

Utilities

Fuel
Water
Electricity
Telephone

Payments (Regular)

Medical
On loans
On car
On furniture

Interest on loans

Why do you have any unpaid bills?

Is it possible to have enough cash on hand for every need?

What expenses are day-to-day living costs?

Food
Personal toilet items

Household supplies
Car upkeep and transportation

Do you keep a day-to-day record of expenses?

Write down actual expenses, as they occur, for one week.

Does your spending plan balance?

Is your plan simple? Adjustable? Too flexible?

Is the plan of value? Do you actually stay within the budget? Do you save?

Did you allow for unexpected pair of shoes for child?

What is the incentive for buying at one particular store? Premiums? Cash values? Parking facilities?

What are some considerations in choosing merchants?

How can a spending paln keep us as consumers?

When should we use consumer credit?

How can we buy protection against financial loss?

What is the opposite of impulse buying?

What are flexible expenses?

In judging quality, is price always a safe guide?

Make a useful shopping list.

Include necessary items for family's requirements.

Consider prices.

Use buying guide (newspapers and leaflet advertisements).

Economy.

Buy quality--excellence--reliability.

Good workmanship--materials.

Decide where to shop (best opportunity for finding what you want).

Shopping centers.

Discount houses.

Department stores.

Independent neighborhood stores (I.N.S.).

Mail order catalogs.

When to shop.

Take advantage of sales

First and last day.

Know what you need and want.

Know origianl price.

Examine merchandise.

Check guarantees and services offered.

Cash buying and purpose.

Credit buying and purpose.

Advantages and disadvantages of cash buying.

Advantages and disadvantages of credit buying.

VOCATIONAL COURSES OFFERED

I. Description of Occupation.

II. Training Objective.

III. Performance Requirements.

IV. General Course Outline.

002

AUTOMOBILE BODY REPAIRMAN

Description of Occupation:

Removes dents in automobile bodies and fenders. May fill badly dented areas with solder if hammering and filling does not remove dents. File solder until area is smooth and blends with adjacent areas and surface. May remove bolts and nuts to replace unrepairable parts. May weld breaks in body and file smooth to conform with adjacent areas. May install new upholstery.

Training Objective:

To become familiar with proper tools to perform the above duties. To learn the techniques and methods used in repairing and replacing component parts of an automobile body. The trainees will work under experienced body repairmen until they have had sufficient practical experience to perform jobs on their own. Some trainees will require reading, writing, and mathematics.

Performance Requirements:

General auto body repair under the direct supervision of a senior repairman or shop foreman. Should be able to remove and install parts. Also, repair ledge of all tools used in occupation.

Automobile Body Repairman, Metal--1920 Hours:

I.	Orientation to Auto Body Construction	6
II.	Tools	32
III.	Body	150
IV.	Repair Procedures	210
V.	Oxy-Acetylene-Heating and Welding	160

VI.	Soldering	60
VII.	Principles of Alignment Service, Wheel Suspension	150
VIII.	Replacement of Automotive Glass	80
IX.	Other Repair	75
X.	Hydro-Electric System	80
XI.	Upholstery	100
XII.	Spray Painting	100
XIII.	Spray Guns	35
XIV.	Surface for Painting	132
XV.	Finishes	70
XVI.	Related Instruction	480

003

AUTOMOBILE MECHANIC

Description of Occupation:

Makes repairs on passenger cars and light trucks including disassembling and overhauling engines, transmissions, clutches, rear-ends, and other assemblies; replaces worn out or broken parts, including grinding valves, adjusting brakes, tightening body bolts, aligning wheels, motor tune-ups. Use hoist, wrenches, drills, grinding wheels, and other general specialized machines, gauges, and tools.

Training Objective:

To help the trainee develop understanding of the basic principles of automotive mechanics, knowledge of the tools and equipment used in locating trouble, and to teach him to make necessary repair or replacement of parts. Also, to teach trainee enough basic subjects to enable him to prepare estimates for repairs including material and labor. They may include reading, writing, and basic mathematics.

Performance Requirements:

General auto repair under shop foreman or senior mechanic. Should be able to perform motor tune-ups and minor repairs without supervision. Should know all tools and gauges used for general repair and be familiar with their general use.

Automobile Mechanic--1920 Hours:

1.	Power Plant	140
II.	Fuel System	140
III.	Electrical System	120
IV.	The Cooling System	74
V.	Clutch	100

VI.	Transmission	140
VII.	Propeller Shaft and Universal Joint	68
VIII.	Differential and Rear Axles	100
IX.	Brakes	70
X.	The Steering System	70
XI.	Independent Front Wheel Suspension	70
XII.	Wheel Alignment	50
XIII.	Wheel Balancing	34
XIV.	Chassis	40
XV.	Accessories	224
XVI.	Related Instruction	480

004

BRICKLAYER

Description of Occupation:

Lays brick, terra cotta, hollow tile, and similar building blocks, except stone and marble, to construct walls, partitions, arches, fireplaces and chimneys, using trowel, mason's line, plumb bob and level.

Training Objectives:

To obtain general working knowledge of mortar mixes, bricks, tiles and building blocks. Will learn to read construction blueprints and use of masonry tools. Learn to lay brick and tile in masonry shop and on shop premises (temporary construction practice only). Some may need training in basic math, reading, and writing.

Performance Requirements:

Will be able to lay straight line brick, spreading mortar, aligning brick and tile, leveling and sizing joints. Also, will be proficient in related work so that a minimum of supervision will be required.

Bricklayer--960 Hours:

I.	Origin, History, Manufacture	4
II.	Tools of the Trade	6
III.	Foundation	14
IV.	Cement Foundations	50
V.	Mortar	12
VI.	Mortar MIxing	12
VII.	Spreading Mortar	48
IX.	Laying to the Line	150
X.	Different Bonds in 4", 8", 12", 16" Walls	18

XI.	Laying the Wall	150
XII.	Corners	60
XIII.	Building Brick Pillars, Flues, Fireplaces	50
XIV.	Building Arches and Window Sills	24
XV.	Laying Concrete Block	42
XVI.	Blueprint Reading & Specifications	12
XVII.	Estimating and Miscellaneous	14
XVIII.	Patterns and Designs	6
XIX.	Related Instruction	240

005

CARPENTER, CONSTRUCTION

Description of Occupation:

Performs general carpentry work involved in the erecting of wooden building frames, installing exterior and interior trim, laying floors, building concrete forms, pouring chutes, wooden scaffolds and similar work entailing the cutting, shaping and fastening together of wood or materials such as fiberboard, that is treated and used the same as wood. Uses various hand tools. May work from blueprints.

Training Objectives:

To instruct in use of various hand tools normally associated with carpenter work. To give some practical work in the use of these tools. Will instruct in blueprint reading so that graduates will be able to find employment as apprentice or beginning carpenter.

Performance Requirements:

Trainees will be expected to use the various hand tools and possibly work from simple blueprints, in accomplishing, at the entry level, general carpentry work as outlines in the description of the occupation with a minimum of supervision.

Carpenter, Construction--1920 Hours:

I.	Carpentry as a Trade	5
II.	Tools	20
III.	Materials	30
IV.	The Framing Square	30
V.	Foundation Formwork	200
VI.	Rough Framing	420

VII.	Scaffolding	70
VIII.	Trim	75
IX.	Roofing	220
X.	Exterior Finish	100
XI.	Interior Finish	100
XII.	Insulation	60
XIII.	Blueprint Reading	110
XIV.	Related Instruction	480

006

ELECTRICAL APPLIANCE SERVICEMEN

Description of Occupation:

Services, installs and repairs electrical appliances and equipment in homes and establishments, such as refrigerators, stoves, hot water heaters, washers, dryers, and air conditioning units. Also, repairs small electrical appliances which include toasters, irons, lamps, and fans. May make minor repairs to and recommend changes in house wiring to correct inefficient operation of appliances.

Training Objective:

To provide trainees with a knowledge of the basic principles of electrical and mechanical tools and techniques necessary for the correct diagnosis and repair of malfunctioning household electrical; and for proper installation of new and used equipment.

Performance Requirements:

Trainees will be expected to possess the skills, knowledge and abilities that will enable them to, at the entry level, use the common hand and power tools of the trade, to read and interpret blueprints, wiring diagrams, and written instruction that pertain to the installation, service and repair of new and used appliances.

Electrical Appliance Repairman--1920 Hours:

I.	Basic Edlectrical Principles	12
II.	Basic Principles of Home Electrical Wiring	62
III.	Underwriters and Codes	21
IV.	Test Instruments	75
V.	Tools and Wiring Problems	100
VI.	Heating Element Small Appliances	160

VII.	Other Small Appliances	160
VIII.	Electrical Water Heaters	100
IX.	Fundamentals of the Electric Dryer	120
X.	Fundamentals of the Washing Machine	120
XI.	Fundamentals of Air-Conditioning	140
XII.	Refrigeration	150
XIII.	Fundamentals of the Electric Range	110
XIV.	Dishwasher	110
XV.	Related Instructions	480

007

Description of Occupation:

Will maintain physical structure of an office building, factory, apartment house, or similar structure in good repair, performing painting, carpentry, make minor repairs to defective plumbing, electrical wiring, and other maintenance duties. May also make minor repairs to mechanical equipment usually found in such buildings. Is moderately skilled in the use of tools of various building trades rather than specializing in one trade. May be required to perform various cleaning operations in connection with the upkeep of these buildings.

Training Objectives:

To train persons to perform duties listed above at a proficiency level that will enable them to secure permanent employment and progress with skill with on-the-job experience. Some may require basic math, reading, and writing to be continued during the vocational phase of training.

Performance Requirements:

Persons completing the training must be able to perform duties listed in the first paragraph and be able to progress in skill with experience. Must be able to stoop, bend, climb ladders, and perform other physical requirements of the job.

Maintenance Man--1920 Hours:

I.	Maintenance Safety	25
II.	Physical Plant	240
III.	Application, Interior	180
IV.	Application, Exterior	180

V.	Painting Troubleshooting	100
VI.	Painting of Steel Structure	110
VII.	Work Orders and Other Forms	30
VIII.	Minor Repairs to Mechanical Equipment	300
IX.	Janitorial Supervision	150
X.	Yard Maintenance and Supervision	125
XI.	Related Instruction	480

008

WELDER, COMBINATION

Description of Occupation:

Operates different types of welding apparatus including electric and acetylene. May also fuse metal parts together using atomic-hydrogen arc-welding apparatus. Fabricates metal objects. May repair broken or cracked objects. Works from blueprints or shop drawings.

Training Objective:

To train individuals in the use of electric and acetylene welding apparatus and to teach them the proper procedures of welding. Will teach trainees blueprint reading. Some trainees may require basic reading, writing and basic math prior to the beginning of vocational training.

Performance Requirements:

To be able to use the various types of welding apparatus with a minimum amount of supervision. Should be able to perform both production and individual welding.

Welder, Combination--960 Hours:

I.	Blueprint Reading	80
II.	Gas Welding Theory and Practice	200
III.	Manufacture of Metals	25
IV.	Properties of Metals	45
V.	Electricity	20
VI.	Arc-Welding Theory and Practice	200
VII.	Metals and Heat Treatment	50
VIII.	Testing of Welding Joints	50
IX.	Inert Gas Welding Theory and Practice	50
X.	Related Instruction	240

009

TELEVISION-RADIO SERVICE AND REPAIRMAN

Description of Occupation:

Repairs and adjusts radios and television receivers, using handtools and electronic testing instruments. Tunes receiver on all channels and observes audio and video characteristics to locate source of trouble. Adjusts controls to obtain desired density, linearity, focus, and size of picture. Examines chassis for defects. Tests voltages and resistances of circuits to isolate defect following schematic diagram and using voltmeter, oscilloscope, signal generator, and other electronic testing instruments. Tests and changes tubes. Solders loose connections and repairs or replaces defective parts, using handtools and soldering iron. Repairs radios and other audio equipment.

Training Objective:

To instruct the use of various tools and procedures normally associated with T. V.-Radio Repair. To give some practice work to the repair of audio-visual instruments.

Performance Requirements:

Trainees will be expected to use various instruments, tools and procedures necessary in correcting audio or visual defects connected with radios and television repair with a minimum of supervision.

Television-Radio Service and Repairman--1920 Hours:

I.	Related Instruction	480
II.	Fundamentals of Electricity	180
III.	Power Supplies	140

IV.	Audio Systems	220
V.	Radio Circuits	280
VI.	Television Circuits	540
VII.	Business Practices	80

BASIC EDUCATION

I. Curriculum

II. Level I (Grade 1-3)

III. Level II (Grade 4-6)

IV. Level III (High School)

Programmed instruction is the instrument through this course is presented to the student. Programmed learning was developed by psychologists conducting experimental studies of learning. Experts in the diverse fields of education have written and perfected the programmed materials, following the best proven principles of learning. This type of instruction has several distinctive properties:

A. Continuous active student response is required, proving explicit practice and testing of each step of what is to be learned.

B. A basis is provided for informing the student with minimal delay whether each response he makes is correct, leading him directly or indirectly to correction of his errors.

C. The student proceeds on an individual basis at his own rate--faster students romping through an instructional sequence very rapidly; slower students being tutored as slowly as is necessary with infinite patience to meet their special needs.

Since students are motivated and inspired through enthusiasm and success, this program rewards them immediately for their efforts and teaches them to discipline themselves and realize through independent study and work that learning from programmed materials is in a large part their own responsibility. The program is organized in such a manner that the educational centers are handling a heterogeneous group of students who are representative of six special categories: (1) Normal or average individual in an institutional environment (2) Slow-learning, disinterested and retarded individuals (3) Physically handicapped individuals (4) Individuals of superior ability (5) Individuals with economic and cultural handicaps (6) Individuals with emotional and behavioral problems.

Screening potential students for entry into the Educational Program is accomplished through the administration of the following testing devices and instruments of measurements:

A. California Achievement Test -4-5-6 Series, Full Battery

B. California Achievement Test -7-8-9 Series, Full Battery

C. California Achievement Test -9 to 14 Series, Full Battery

D. California Short Form, Test of Mental Maturity - 10 to Adult -S-Form

E. Hand Acquiescence and Social Desirability

F. MMPI--Minnesota Multiphasic Personality Inventory

G. G.A.T.B.--General Aptitude Test Battery, United States Employment Security Commission

H. Welscher Adult Intelligence Scales

I. Edwards Personal Preference Schedule

Advancement into the various levels of the program is controlled through the application of a testing, evaluation and placement program. When the vocational counselor and the test evaluator recommends a student's advance into a higher phase of the program, it is then a matter of record that the student's attitude, adjustment, and academic achievement have shown an appreciable and positive gain.

In meeting the special needs of this heterogeneous group, we are concerned with the student as a whole. We cannot effectively adapt our program to one aspect of the student's status, such as mental ability, without carefully considering his other characteristics. Since each student is an integrated unit, his needs must be studied and met in relation to one another.

The curriculum of this program evolves basically around five definite tracks of achievement.

A. A proficiency in the basic areas of reading, writing, and arithmetic.

B. A proficiency in the basic areas, thus enabling the student to advance into a phase of vocational training.

C. Full-time school participation directed toward the attainment of a High School Diploma.

D. Participation in a course or courses of study in the advanced materials, enabling a student who has secured his High School Diploma to secure academic credits on the Junior College Level

E. Vocational courses designed to give students a skilled profession or trade.

Courses of instruction and materials utilized in this program include the following:

Elementary Basics:

Level I (Grade 1-3)

I. Laubach Literacy Program.

II. Educational Development Laboratories.

  A. Controlled Reader.

  B. Tachistoscope.

III. Systems for Success (Follett Publishing Co.)

IV. Reading for a Purpose (Follett Publishing Co.)

V. Reader's Digest Skill Builders, Volume I.

VI. SRA Reading Laboratory (Based on Levels I, II, and III).

VII. Adult Readers (Steck-Vaughn Publishing Co.).

VIII. Mathematics (Figure It Out, Follett Publishing Co.).

IX. Math Workshop, A-B-C-D (Encyclopedia Britannica Press, Inc.).

X. Basic Essentials of Math (Part One, Steck-Vaughn Publishing Co.).

XI. English This Way (McMillan Publishing Co.).

XII. Streamlined English, Dr. Frank C. Laubach.

Level II (Grades 4-6)

I. Reading.

- A. Systems for Success (Volume II, Follett Publishing Co.).
- B. Reader's Digest Advanced Reading Skill Builder.
- C. Pilot Lavoratory, Science Research Association.
- D. Reading Series (Turner-Livingston, Follett Publishing Co.).
- E. Communication Series (Follett Publishing Co.).
- F. Library of American Heroes (Follett Publishing Co.).
- G. Your Study Skills (Coronet Learning Program).
- H. Reading for Understanding (SRA).

II. English.

- A. English This Way (McMillan Publishing Co.).
- B. Basic Language Skill Programs, Series 300-1500.
- C. English 2200 (Harcourt-Brace & World Publishing Co.).
- D. English 2600 (Harcourt-Brace & World Publishing Co.).

III. Social Studies.

- A. Our United States (New Readers Press).
- B. Geography of Our United States (Behavioral Research Laboratory).
- C. Social Studies (Science Educational Development Laboratories).
- D. Our Constitution and What It Means (McGraw Hill).

IV. Arithmetic.

A. Basic Math (Encyclopedia Britannica Press, Inc.).

B. Basic Essentials of Math (Steck-Vaughn Publishing Co.).

C. Seventh Grade Math (Encyclopedia Britannica Press, Inc.).

Level III

I. Mathematics.

A. Algebra I (First year high school).

B. Plane Geometry (high school).

C. Algebra (high school).

D. Solid Geometry.

E. The Language of Algebra.

F. Introductory Calculus.

G. Trigonometry.

H. Analytic Trigonometry.

II. Social Studies.

A. Documents of Freedom (Follett Publishing Co.).

B. World History Study Lesson (Follett Publishing Co.).

C. American History (Holt, Rhinehard & Wilson).

D. American History Study Lessons (Follett Publishing Co.).

E. Introduction to Geography (Holt, Rhinehart & Wilson).

III. Science.

A. TMI Grollier Programmed (9-12).

1. Electricity.

2. Biology.

3. Chemistry.

4. Human Physiology.

5. Machines.

B. Solar System Laboratory.

C. Chemistry.

  1. State of Matter.

  2. Changes in Matter.

  3. Elements.

  4. Compounds.

  5. Terminology.

  6. Atom.

  7. Periodic Table.

D. Meteorology.

  1. Atmosphere.

  2. Temperature.

  3. Pressure.

  4. Convection

  5. Water Cycle.

  6. Clouds.

  7. Air

    a. Masses.

    b. Fronts.

  8. Storms.

  9. Weather.

    a. Definition.

    b. Climate.

    c. Storms.

    d. Conditions.

E. Geology.

1. Earth.
   a. Structure.
   b. Changes.
   c. Processes.
2. Terminology.
3. Weathering.
4. Erosion.
5. Deposition.
6. Uplift.
7. Formation.
8. Sedimentation.
9. Metamorphism.
10. Deformation.

F. Engines and Their Systems.

1. Steam.
2. Gasoline.
3. Diesel.
4. Rocket.
5. Combustion.
   a. Internal.
   b. External.
6. Turbine
7. Reciprocating.

G. Mechanics.

1. Simple Machines.
2. Friction.

- 3. Work.
- 4. Power.
- 5. Energy.
  - a. Kinetic.
  - b. Potential.
- 6. Gravity.

H. Human Body.

- 1. Functions.
- 2. Parts.
  - a. Systems.
  - b. Organs.

IV. Foreign Languages (Programmed Materials).

- A. Spanish.
- B. French.

APPENDIX B

SOUTH CAROLINA DEPARTMENT OF CORRECTIONS

M.D.T.A. TRAINING CENTER

PRE-VOCATIONAL (ORIENTATION) SCHEDULE

DECEMBER 27 - JANUARY 5

Training Section A1

8:00 - 11:50	Body & Fender Shop--Mr. Jordan
11:50 - 12:20	Lunch
12:20 - 3:10	Basic Education
3:10 - 4:10	*Vocational Guidance Class

Training Section A2

8:00 - 11:00	Basic Education
11:00 - 11:50	Vocational Guidance Class
11:50 - 12:20	Lunch
12:20 - 4:10	Body & Fender Shop--Mr. Jordan

Training Section B1

8:00 - 11:50	Auto Mechanics Shop--Mr. Smith
11:50 - 12:20	Lunch
12:20 - 3:10	Basic Education
3:10 - 4:10	Vocational Guidance Class

Training Section B2

8:00 - 11:00	Basic Education
11:00 - 11:50	Vocational Guidance Class
11:50 - 12:20	Lunch
12:20 - 4:10	Auto Mechanics--Mr. Smith

Training Section C1

8:00 - 11:50	Brick Masonry Shop--Mr. Summers
11:50 - 12:20	Lunch
12:20 - 3:10	Basic Education
3:10 - 4:10	Vocational Guidance Class

Training Section C2

8:00 - 11:00	Basic Education
11:00 - 11:50	Vocational Guidance Class
11:50 - 12:20	Lunch
12:20 - 4:10	Brick Masonry--Mr. Summers

*Each Vocational Counselor will attend at least one Vocational Guidance Class each week.

Training Section D1

8:00 - 11:50	Carpentry Shop--Mr. Porter
11:50 - 12:20	Lunch
12:20 - 3:10	Basic Education
3:10 - 4:10	Vocational Guidance Class

Training Section D2

8:00 - 11:00	Basic Education
11:00 - 11:50	Vocational Guidance Class
11:50 - 12:20	Lunch
12:20 - 4:10	Carpentry Shop--Mr. Porter

Training Section E1

8:00 - 11:50	Electrical Appliance Shop--Mr. Sloan
11:50 - 12:20	Lunch
12:20 - 3:10	Basic Education
3:10 - 4:10	Vocational Guidance Class

Training Section E2

8:00 - 11:00	Basic Education
11:00 - 11:50	Vocational Guidance Class
11:50 - 12:20	Lunch
12:20 - 4:10	Electrical Appliance Shop--Mr. Sloan

Training Section F1

8:00 - 11:50	Maintenance Shop--Mr. Eden
11:50 - 12:20	Lunch
12:20 - 3:10	Basic Education
3:10 - 4:10	Vocational Guidance Class

Training Section F2

8:00 - 11:00	Basic Education
11:00 - 11:50	Vocational Guidance Class
11:50 - 12:20	Lunch
12:20 - 4:10	Maintenance Shop--Mr. Eden

Training Section G1

8:00 - 11:50	Welding Shop--Mr. Catt
11:50 - 12:20	Lunch
12:20 - 3:10	Basic Education
3.10 - 4:10	Vocational Guidance Class

Training Section G2

8:00 - 11:00	Basic Education
11:00 - 11:50	Vocational Guidance Class
11:50 - 12:20	Lunch
12:20 - 4:10	Welding Shop--Mr. Catt

Training Section H1

8:00 - 11:50	Radio & T.V. Shop--Mr. Lown
11:50 - 12:20	Lunch
12:20 - 3:10	Basic Education
3:10 - 4:10	Vocational Guidance Class

Training Section H2

8:00 - 11:00	Basic Education
11:00 - 11:50	Vocational Guidance Class
11:50 - 12:20	Lunch
12:20 - 4:10	Radio & T.V. Shop--Mr. Lown

APPENDIX C

PRE-VOCATIONAL SCHEDULE

Dec. 27 - Jan. 5
1st week

A	002
B	003
C	004
D	005
E	006
F	007
G	008
H	009

Jan. 8 - Jan. 12
2nd week

H	002
A	003
B	004
C	005
D	006
E	007
F	008
G	009

Jan. 15 - Jan. 19
3rd week

G	002
H	003
A	004
B	005
C	006
D	007
E	008
F	009

Jan. 22 - Jan. 26
4th week

F	002
G	003
H	004
A	005
B	006
C	007
D	008
E	009

Jan. 29 - Feb. 2
5th week

E	002
F	003
G	004
H	005
A	006
B	007
C	008
D	009

Feb. 5 - Feb. 9
6th week

D	002
E	003
F	004
G	005
H	006
A	007
B	008
C	009

Feb. 12 - Feb. 16
7th week

C	002
D	003
E	004
F	005
G	006
H	007
A	008
B	009

Feb. 19 - Feb. 23
8th week

B	002
C	003
D	004
E	005
F	006
G	007
H	008
A	009

APPENDIX D

SOUTH CAROLINA DEPARTMENT OF CORRECTIONS

M.D.T.A. TRAINING CENTER

VOCATIONAL SCHEDULE

Training Section A1 (002--Mr. Jordan)

8:00 - 11:50	Body & Fender Shop
11:50 - 12:20	Lunch
12:20 - 1:10	Body & Fender Shop
1:10 - 3:10	Basic Education
3:10 - 4:10	*Vocational Guidance Class

Training Section A2 (002--Mr. Jordan)

8:00 - 10:00	Basic Education
10:00 - 11:00	Vocational Guidance Class
11:00 - 11:50	Body & Fender Shop
11:50 - 12:20	Lunch
12:20 - 4:10	Body & Fender Shop

Training Section B1 (003--Mr. Smith)

8:00 - 11:50	Auto Mechanics Shop
11:50 - 12:20	Lunch
12:20 - 1:10	Auto Mechanics Shop
1:10 - 3:10	Basic Education
3:10 - 4:10	Vocational Guidance Class

Training Section B2 (003--Mr. Smith)

8:00 - 10:00	Basic Education
10:00 - 11:00	Vocational Guidance Class
11:00 - 11:50	Auto Mechanics Shop
11:50 - 12:20	Lunch
12:20 - 4:10	Auto Mechanics Shop

Training Section C1 (004--Mr. Summers)

8:00 - 11:50	Brick Masonry Shop
11:50 - 12:20	Lunch
12:20 - 1:10	Brick Masonry Shop
1:10 - 3:10	Basic Education
3:10 - 4:10	Vocational Guidance Class

Training Section C2 (004--Mr. Summers)

8:00 - 10:00	Basic Education
10:00 - 11:00	Vocational Guidance Class
11:00 - 11:50	Brick Masonry Shop
11:50 - 12:20	Lunch
12:20 - 4:10	Brick Masonry Shop

*Each Vocational Counselor will attend at least one Vocational Guidance Class each week.

Training Section D1 (005--Mr. Porter)

8:00 - 11:50	Carpentry Shop
11:50 - 12:20	Lunch
12:20 - 1:10	Carpentry Shop
1:10 - 3:10	Basic Education
3:10 - 4:10	Vocational Guidance Class

Training Section D2 (005--Mr. Porter)

8:00 - 10:00	Basic Education
10:00 - 11:00	Vocational Guidance Class
11:00 - 11:50	Carpentry Shop
11:50 - 12:20	Lunch
12:20 - 4:10	Carpentry Shop

Training Section E1 (006--Mr. Sloan)

8:00 - 11:50	Electrical Appliance Shop
11:50 - 12:20	Lunch
12:20 - 1:10	Electrical Appliance Shop
1:10 - 3:10	Basic Education
3:10 - 4:10	Vocational Guidance Class

Training Section E2 (006--Mr. Sloan)

8:00 - 10:00	Basic Education
10:00 - 11:00	Vocational Guidance Class
11:00 - 11:50	Electrical Appliance Shop
11:50 - 12:20	Lunch
12:20 - 4:10	Shop

Training Section F1 (007--Mr. Eden)

8:00 - 11:50	Maintenance Shop
11:50 - 12:20	Lunch
12:20 - 1:10	Maintenance Shop
1:10 - 3:10	Basic Education
3:10 - 4:10	Vocational Guidance Class

Training Section F2 (007--Mr. Eden)

8:00 - 10:00	Basic Education
10:00 - 11:00	Vocational Guidance Class
11:00 - 11:50	Maintenance Shop
11:50 - 12:20	Lunch
12:20 - 4:10	Maintenance Shop

Training Section G1 (008--Mr. Catt)

8:00 - 11:50	Welding Shop
11:50 - 12:20	Lunch
12:20 - 1:10	Welding Shop
1:10 - 3:10	Basic Education
3:10 - 4:10	Vocational Guidance Class

Training Section G2 (008--Mr. Catt)

8:00 - 10:00	Basic Education
10:00 - 11:00	Vocational Guidance Class
11:00 - 11:50	Welding Shop
11:50 - 12:20	Lunch
12:20 - 4:10	Welding Shop

Training Section H1 (009--Mr. Lown)

8:00 - 11:50	Radio & T.V. Shop
11:50 - 12:20	Lunch
12:20 - 1:10	Radio & T.V. Shop
1:10 - 3:10	Basic Education
3:10 - 4:10	Vocational Guidance Class

Training Section H2 (009--Mr. Lown)

8:00 - 10:00	Basic Education
10:00 - 11:00	Vocational Guidance Class
11:00 - 11:50	Radio & T.V. Shop
11:50 - 12:20	Lunch
12:20 - 4:10	Radio & T.V. Shop

APPENDIX B.

PROJECT FIRST CHANCE

ORIENTATION PAMPHLET

Table of Contents

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Project First Chance Staff and Instructors	2
Entrance and Testing	3
Basic Education	3
Vocational Training Courses	4
Vocational Counselors	6
Summary of Trainee's Responsibilities	7

Project First Chance
S. C. Department of Corrections
Post Office Box 766
Columbia, South Carolina 29201

Students:

We are cordially welcoming you to Project First Chance, which is a pioneer Manpower Development and Training Act program designed to provide you with vocational training, a basic education, counseling, and post-release job placement.

The South Carolina Department of Corrections, in cooperation with the Employment Security Commission, the State Committee for Technical Education, and the Vocational Rehabilitation Department, is focusing its efforts upon you, because it believes that your future security and welfare depend upon your ability to secure and hold a good job after you are released.

This is a golden opportunity for you, so take advantage of it. Show us what you can do. Work to learn and learn to work. You are your future; and with your strength, you can make it pay. Do it now!

Very truly yours,

Grady A. Decell

GAD:mdr

PROJECT FIRST CHANCE

Staff

Grady A. Decell
Project Director

David I. Morgan
Assistant Director

James H. DuBose
Superintendent of Education

William E. Unthank, Jr.
Vocational Superintendent

George E. Ashford
Social Worker

Celeste Wheless (Mrs.)
Social Worker

Jesse L. Gilliam
Vocational Counselor

J. Mack Pruett
Vocational Counselor

Capers O. Brazzell
Researcher

Vocational Education Instructors

Robert Jordan
Automobile Body Repair

Herbert Smith
Automobile Mechanics

Freddie Samuel Summers
Bricklaying

Hazel D. Porter
Carpentry

Leo Foster Sloan
Electrical Appliance Repair

Jesse A. Eden
Maintenance

George Michael Catt
Welding

James M. Lown
Radio-Television Repair

Basic Education Instructors

James Arthur Dawkins

Kyuzo Miyaishi

Blake Elton Taylor, Jr.

ENTRANCE AND TESTING

Anyone who wants to enroll in Project First Chance must be less than forty years old. Also, his release date must be not more than three months after the date of completion of the course in which he wants to enroll.

If a man meets these requirements, he is interviewed and given a series of tests. This series includes achievement, aptitude, and personality tests. All of them are to be used by the staff in making a decision as to where the man should be placed.

During the course of their program, trainees will take tests in both basic education and vocational education in order to show their progress.

BASIC EDUCATION

A careful look at the vocational course descriptions shows that one thing is common to all of them. In every course a man is required to read so that he can learn more about his trade. He must be able to read blueprints and diagrams in order to do the job. Also, a man must be able to write in order to keep a record of what he has done.

Employers say that a man who has a good basic education is of more value to his company than a man without this education. For this reason, employers are willing to pay more money to a man with a good basic education.

Mr. Walter Bryson, Mr. Blake Taylor, Mr. James Dawkins, and Mr. Frankie-San of the Education Department have agreed to meet with each man in Project First Chance and plan the courses which he should take. This is due so that every man can have a program which fits his needs.

Even though men in Project First Chance spend only about two hours a day in basic education, it will turn out to be the most important part of their training.

DESCRIPTION OF VOCATIONAL COURSES

The following is a brief outline of each of the eight vocational courses offered to the inmate under Project First Chance.

A. Automobile Body Repairman.

Description of Occupation: Removes dents in automobile bodies and fenders. Also, does soldering, hammering, and welding. May install upholstery.

Training Objective: To become familiar with proper tools and diagrams to perform the above duties. To learn the techniques and methods used in repairing component parts of an automobile body.

B. Automobile Mechanic.

Description of Occupation: Makes repairs on passenger cuars and light trucks including overhauling engines, transmissions, clutches, rear-ends, and other assemblies; replaces worn out or broken parts, including grinding valves. Adjusts brakes, aligns wheels, and gives motor tune-ups.

Training Objective: To help the trainee develop understanding of the basic principles of automotive mechanics and a knowledge of the tools and equipment used in locating trouble, and to teach him to make necessary repairs or replacements of parts. To teach trainees to read diagrams.

C. Bricklayer.

Description of Occupation: Lays brick, terra cotta, hollow tile, and similar building blocks, except stone and marble. Constructs walls, partitions, arches, fireplaces and chimneys using trowel, mason's line, plumbob and level.

Training Objective: To obtain general working knowledge of mortar mixes, bricks, tiles, and building blocks. Also, to learn to read construction blueprints and to use masonry tools.

D. Carpenter, Construction.

Description of Occupation: Performs general carpentry work involved in the erection of wooden frames; installing exterior and interior trim; laying floors; building of concrete forms, pouring chutes, wooden scaffolds, etc.

Training Objective: To teach to use various hand tools associated with the trade and to read blueprints.

E. Electrical Appliance Serviceman.

Description of Occupation: Services, installs, and repairs electrical appliances and equipment in homes and businesses, such as refrigerators, stoves, hot water heaters, etc.

Training Objectives: To provide trainees with a knowledge of the basic principles of electrical and mechanical tools and to teach the diagnosis and repair of electrical equipment. To teach trainees to read schematic diagrams.

F. Maintenance Man, Building.

Description of Occupation: Will maintain physical structure of an office building, factory, apartment house, or similar structures. Does painting and carpentry and makes minor repairs to defective plumbing, electrical wiring, etc.

Training Objective: To train persons to perform duties listed above at a proficiency level that will enable them to secure permanent employment and increase in skill with on-the-job experience. To train persons to read blueprints and diagrams.

G. Welder, Combination.

Description of Occupation: Operates different types of welding apparatus including electric and acetylene. May also fuse metal parts together using atomic-hydrogen arc-welding appartus. Works from blueprints or shop drawings. Fabricates metal objects. May repair broken or cracked objects.

Training Objective: To train individuals in the use of electric and acetylene welding apparatus and to teach them the proper procedures of welding. Also, to teach trainees blueprint reading.

H. Radio-Television Service and Repairman.

Description of Occupation: Repairs and adjusts radio and television receivers using tools and electronic testing instruments. Solders loose connections and repairs or replaces defective parts. Tests and changes tubes. Follows schematic diagrams.

Training Objective: To teach the use of various tools and procedures normally associated with radio-t.v. repair. To give some practice work in repairing audio-visual instruments.

VOCATIONAL COUNSELORS

The Vocational Counselors will be available to meet with trainees of Project First Chance every day. Mr. Jesse Gilliam and Mr. Mack Pruett have their offices in the Vocational Building. The Vocational Counselors work closely with the Social Workers, Vocational Instructors and the Basic Education Instructors and provide the following services:

1. Informing the general inmate population of the different courses offered in the Vocational School.
2. Helping students in the Vocational School with any problem that they may have while in classes or in the institution.
3. Discussing periodically with individual trainees and with groups of trainees.

4. Helping the trainees to get along with their instructors, other trainees, and people in general.
5. Aiding the trainees in selecting subjects to study and recommending other courses.
6. Helping the trainee by coordinating the Vocational School's activities with all the departments of the institution to work for the good of the inmates.

SUMMARY OF TRAINEE'S RESPONSIBILITIES

In order to be sure that he is receiving the maximum benefit from Project First Chance, each trainee is charged with the following responsibilities:

1. To obey the requests of the Vocational and Basic Education Instructors and of the Correctional Officers and Vocational Counselors.
2. To do his best to learn the trade in which he enrolls.
3. To learn as much as he can in Basic Education.
4. To try as hard as he can on every test he takes.
5. To learn how to get along in a job situation.
6. To get and keep a job upon his release.
7. To report back to the staff on his progress outside.

If every trainee lives up to his responsibiliteis, Project First Chance can put him on the highway to success.

APPENDIX C.

SAMPLE APPLICATION BLANK FROM INSTITUTIONAL NEWSPAPER

PROJECT FIRST CHANCE SELECTION BEGINS

The following vocational training programs will be available to inmates beginning in early December.

- Automobile Body Repair
- Automobile Mechanics
- Bricklaying and Masonry
- Carpentry (Construction)
- Electrical Appliance Repair
- Maintenance (Building)
- Welding (Combination)
- Radio and TV Repair

All inmates who are interested in applying should fill out the application below (see instructions) immediately, as selections will begin in early November.

APPLICATION INSTRUCTIONS

If you would like to enroll in the new vocational training program and meet the requirements, fill out the application below and turn it in to the Warden of your institution or to Mr. Bill Unthank, Mr. Jesse Gilliam, and Mr. Mack Pruett, Vocational Counselors. Applications should be turned in prior to November 1, 1967.

REQUIREMENTS: All applicants must agree to remain in their program of vocational training until it is completed. In addition, applicants must not have had any previous vocational training.

* *

APPLICATION FOR VOCATIONAL TRAINING

NAME____________________ NUMBER________ AGE________ RACE________

INSTITUTION____________________ WARD OR CELL #________ RELEASE DATE________

PREVIOUS WORK EXPERIENCE AND HOW LONG?____________________

____

____

DO YOU PRESENTLY HAVE A TRADE OR SKILL?

YES________ NO________

IF YES, WHAT SKILL?________________________________

____

APPENDIX D.

PROJECT FIRST CHANCE

PSYCHOMETRIC DATA SHEET

NAME____________________ NUMBER__________ COURSE__________

ENROLLED__________ TERMINATED__________ SOCIAL WORKER__________

STAFFED__________ RELEASE DATE__________ SERVICE (S) REQUESTED__________

____

COMMENTS______________________________

____

CALIFORNIA ACHIEVEMENT TESTS

	RV	RC	AR	AF	ME	SPL	TB	INC
DATE____ FORM____	___	___	___	___	___	___	___	___
DATE____ FORM____	___	___	___	___	___	___	___	___
DATE____ FORM____	___	___	___	___	___	___	___	___

PRT

____

OTHER CAT'S TAKEN AND TB SCORES______________________________

OTHER IQ SCORES____________________

MMPI

DATE__________

EDWARDS

DATE__________

GENERAL APTITUDE TEST BATTERY

DATE__________

G	V	N	S	P	Q	K	F	M
__	__	__	__	__	__	__	__	__

HSD	HAcq
____	____

DATE__________

R & E REPORT______________________________

TERMINAL INTERVIEW______________________________

____

____

____

APPENDIX E

BRIEF SYNOPSES OF ADULT BASIC EDUCATION PLACEMENT TESTS

1. Mathematics Placement Test--Publisher: Steck-Vaughn Co.

This test is designed to determine an individual's knowledge of the basic fundamentals of arithmetic. Emphasis is placed on addition, subtraction, multiplication, and division.

2. English Placement Test--Publisher: Harcourt, Brace and World, Inc.

The major emphasis of this test is on mechanics of English and word usage. This instrument is especially good for detecting functional illiterates.

3. Reading for Understanding--Publisher: Science Research Associates, Inc.

This test helps to place a student in an individual course to improve his reading ability. A grade--equivalent score on reading comprehension is obtained after a fifty-minute testing period.

4. California Achievement Test--Publisher: California Test Bureau.

The California Achievement Tests are a series of comprehensive tests designed for the three-fold purpose of facilitating evaluation, educational measurement, and diagnosis. Grade-equivalent scores are provided in reading vocabulary, reading comprehension, arithmetic reasoning, arithmetic fundamentals, mechanics of English, and spelling. A combined score for the total battery may also be obtained.

APPENDIX F.

BRIEF SYNOPSES OF SELECTED ADULT BASIC EDUCATION COURSES

1. English 2200--a programmed course in grammer, sentence-building, usage, and punctuation designed for junior high school English. It will lay a foundation of the elements of language on which students can build in the higher grades. The book consists of 2249 steps or frames.

2. English 2600--consists of approximately 2600 steps or frames through which a student is taught some fundamentals of English grammar and usage. It is aimed primarily at the ninth and tenth grades, but it may be used in lower or higher grade levels, depending upon the ability grouping of the students.

Each step, or frame, calls for a written response, which requires both thinking and attention. The advantages of "reasoning one's way" instead of "being told" have been known to good teachers since the days of Socrates. Moreover, in English 2600, there is no separation between explanation and exercise, as in other textbooks; the two are woven tightly together.

Another important idea behind English 2600 is reinforcement, which means that a correct response is confirmed almost as soon as it is made. In theory, the sooner the student knows he is right, the more successful his learning experience. In English 2600, a turn of the page provides this knowledge, in contrast to other methods which sometimes do not reinforce for a day or more. Therefore, students are enabled to move ahead independently and at their own pace.

3. English 3200--a programmed course in grammar, sentence-building, usage, and punctuation designed for the advanced grades of high school English. For college freshmen, it will provide a quick recapitulation of the elements of language that high school graduates are expected to have mastered. The book consists of approximately 3200 steps or frames.

4. SRA Reading Laboratory--based on levels I, II, and III, grades one through twelve. The SRA Reading Laboratory constitutes a twelve-year individualized developmental reading instruction program extending from the primary grades through high school. The program is unique in that it takes into account individual differences among students in the classroom. The laboratory materials have been constructed on multilevel principles; that is, prepared and presented at different levels of readability and skill development. Because of this and the built-in laboratory learning process, each learner is enabled to start where he is in reading achievement and to move ahead as fast and as far as his learning rate and capacity will let him. Because of their multilevel organization, the laboratory materials eliminate the need for grouping in the classroom, for moving students from room to room for reading instruction, and for attempting to group students into homogeneous classrooms.

5. Adult Readers, Steck-Vaughn Publishing Co.--based on grade levels one through four. This book is used in helping the adult beginners to read. It is based on the assumption that adults have a wide experience which children entering school do not have.

6. Math Workshop A-B-C-D--based on grade levels one through six. These math workshops emphasize nine unifying ideas in mathematics: (1) Structure (2) Sets (3) Number and Counting (4) Numeration (5) Addition and Subtraction (6) Multiplication and Division (7) Functions and Relations (8) Geometry (9) Measurement. This entire course of study is interesting and versatile, for it introduces a fundamental idea, and at each level the idea is reintroduced in a fresh manner, reinforced and rapidly carried to a considerably higher level of understanding. Addition, subtraction, and multiplication of numbers are encountered as if for the first time and developed to various levels of understanding. Students are not expected to master such elusive ideas as multiplication of fractions or addition of positive numbers at the initial phase of the course of study, but they will meet such ideas again and again, building always more layers of understanding. The hope for mastery must be limited to that part of arithmetic that must be committed to memory--the vocabulary of arithmetic. Here mastery can be achieved, but where the big ideas are involved, mastery does not come in this manner. It develops slowly and is based on understanding. Because of the soundness of the methods utilized in these courses of study, they readily meet the present needs of our elementary and secondary levels in this field. This workshop is part of Encyclopedia Britannica Press' TEMAC programmed material.

7. Systems for Success--Volume II, Follett Publishing Co. This book is set up to help a student advance very rapidly. Because it is divided into three parts, the first part will help him practice his reading. It will also teach him the meaning of some words he might not know. The second part will give him practice in figuring and help him learn more about numbers. The third part will teach him some important things about writing.

8. The Science of Personal Achievement--a course of study presented by the Napoleon Hill Foundation, a non-profit educational institution which is located at Columbia, South Carolina. Napoleon Hill, Litt. D., Hu. D., Ph. D., founder of the Foundation, compiled the Science of Personal Achievement, which is a philosophy of success developed under the sponsorship of Andrew Carnegie, and relates the lifetime experiences of more than five hundred of the top-ranking men of achievement of the United States. The length of the course of study is seventeen weeks. The program of lectures and study is broken down into four parts: freshmen, sophomore, junior, and senior. Present planning calls for the presentation of this course not less than two times in each school year. All materials, texts, and instructors used in this course of study are furnished without cost by the sponsoring organization.

APPENDIX G.

STUDENT EVALUATION QUESTIONNAIRE
OF
THE M.D.T.A. VOCATIONAL PROGRAM AT C.C.I.

Much time, effort, and money are spent for individual Training and Counseling. An honest appraisal from the graduating students should reveal some of the strengths and weaknesses of such a program. Therefore, you are being asked to help improve the Training and Counseling program by answering all of the questions on this evaluation sheet. No signature is desired. Thank you for your assistance.

1. The orientation activities used when I was a student in this school were ( ) very helpful ( ) helpful ( ) very little help in getting me adjusted to the new school.
2. The school building, equipment and grounds seem ( ) very adequate ( ) adequate ( ) not adequate to meet the needs of the present students.
3. The staff members are ( ) very well qualified ( ) qualified ( ) not very well qualified to teach the subjects they are teaching.
4. The variety of Vocational subjects offered at present is ( ) very adequate ( ) adequate ( ) not adequate to meet the needs of all students.
5. The quality of teacher-pupil relationship regarding the subject matter taught in each class is ( ) very adequate ( ) adequate ( ) not adequate.

6. The assistance given by teachers to develop effective study habits has been ( ) very adequate ( ) adequate ( ) not adequate.
7. The assistance given me by teachers and counselors to develop positive attitudes was ( ) very adequate ( ) adequate ( ) not adequate.
8. I ( ) have ( ) have not decided on an occupation.
9. The aid received from the Counselors in choosing my occupation was ( ) very helpful ( ) helpful ( ) of very little help.
10. The assistance given regarding the proper ways to secure a job was ( ) very helpful ( ) helpful ( ) very little help.
11. My instructor ( ) did ( ) did not show an interest in me.
12. I ( ) do ( ) do not plan to work in the vocation I was trained for.
13. I ( ) will ( ) will not recommend this training program to others.
14. I feel that the effort put forth on my part was ( ) good ( ) fair ( ) poor.
15. I feel that the program was ( ) helpful ( ) a waste of time.
16. I feel as though (( ) have ( ) have not learned enough in my vocation to get and hold a job.

If not why?______________________________

My suggestion for the further improvement of the school are:

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REFERENCE-GUIDANCE: A LONGITUDINAL APPROACH: BY BLANCHARD & FLAUM

APPENDIX H

SAMPLE INSTRUCTIONS GIVEN TO WELDING CLASS DURING FIRST STAGES OF TRAINING

You have been accepted as a student in this school on the assumption that you have a sincere desire to learn all we can teach you about arc welding during the time you are here. If the instructors are to do their part successfully, it is essential that they have your full cooperation in every way. It is not enough that you merely perform the routine exercises assigned to you from day to day. You must learn to observe certain rules of conduct and procedure designed to improve your own efficiency and progress and at the same time to avoid interference with others who are seriously interested in the work.

By learning to observe these simple rules while you are learning to weld, you will be adding to the qualifications that you expect to bring you success in future work. When you have left the school you'll find that, whether you work for others or operate your own business, the ability to get along with others is an important asset that the man with something more than mere mechanical proficiency will enjoy the greatest measure of success.

Common Courtesy

No matter where you are working, NEVER STRIKE AN ARC WITHOUT FIRST BEING SURE THAT THE EYES OF EVERYONE IN THE VICINITY (INCLUDING YOUR OWN) ARE PROTECTED FROM THE RAYS. Remember that, although the eyes may not be permanently injured, very painful experience results from even instantaneous exposures, if frequently repeated. Also remember that others, in the vicinity or passing by, may not be aware of the danger. It is common practice in industry to provide signs warning against looking at the arc, but the conscientious operator will make it a habit to protect careless observers.

Protection of Property

Learn to protect the equipment entrusted to your use as well as other property of the school or of other students. Do not write or weld on machines, partitions or building walls. Your welding bench is grounded independently so that any welding, even on booth partitions, can be only the result of deliberate intent to deface and will be so considered. Weld only on the work metal provided for that purpose and, if you feel the urge to write with chalk, crayon, or pencil, just ask an instructor for paper or for access to a blackboard. Modern industrial plants will not tolerate the defacing of property so now is a good time to learn to avoid many childish habits.

Cleanliness and Order

Industrial plants are now placing a great deal of emphasis on cleanliness and order and these conditions should have due consideration in any welding shop, large or small. One of the important things a welding student should learn is the economical value of clean and orderly surroundings. Dirt or foreign matter of any kind getting into a weld can easily keep you from producing a satisfactory weld. Tools or other objects tossed carelessly about the floor or welding bench not only detract from your efficiency but also may result in serious injury to yourself or others.

Learn to keep all tools and supplies in their proper places so they will be easy to find the next time you need them. You will save more time and effort that way, in the long run, than by tossing them aimlessly about to be hunted later. Get the habit of keeping your welding bench and floor always clean. Learn at the very beginning of your training to be clean and orderly about your work and you will find it pays dividends in the future as well as while you are learning to weld.

Close Attention

Most of your time in this school will be devoted to actual practice under continual supervision of qualified instructors. Classroom work and lectures are limited to the very minimum amount of time required to convey to you such information as must of necessity be handled in that way. Since money, although classroom and lecture activities would cost us less than the operation of training machines, you should pay the very closest attention to all lectures, instructions, quizzes, demonstrations, and other activities during the short classroom periods.

Concentration on Assignments

Your progress will be materially aided by concentration on each step in the course as assigned by the instructors. Trying to dodge any part of the carefully worked out routine, or to skip ahead to another exercise before you have mastered the current one, will only slow down your progress and make the exercises more difficult. The most important part of the course is the ACTUAL PRACTICE you get under expert guidance and supervision. Don't waste a moment of the time you are allotted for such practice. Work diligently on each exercise until you have mastered it so you'll be sure to be ready for the next one and won't have to lag behind others in your group. Remember, each student is advanced just as rapidly as he can demonstrate to the instructors his profficiency in each succeeding step.

Asking Questions

The instructors are always ready to answer a serious question that has a direct bearing on the work you are doing at the time. Don't hesitate to ask such questions at any time. All questions of a general nature, however, should be saved and brought up during the next classroom session. In this way, general discussion usually brings out more detailed and comprehensive information than the mere answer to your original question. Don't bring up subjects that are to be covered in later exercises as such questions will probably be answered in full during the regular routine of the course.

Avoiding Waste

A wasteful operator will not long retain the favor of his employer so a logical part of training a student should have is to make the most economical possible use of materials and equipment. Use up every possible bit of every electrode. Do not discard stub ends longer than 1 1/2" to 2". Make full use of every bit of work metal--covering both sides of every plate completely with practice beads before casting it aside. Form the habit of shutting off the welding machine and turning off lights when you are not using them for any length of time. You will rate as a more efficient operator and find it much easier to hold good positions later on if you learn how to work economically without waste of either time or materials.

Daily Procedure

The school opens at eight o'clock in the morning on Monday, Tuesday, Wednesday, Thursday, and Friday each week and closes at 4:00 o'clock in the evening, with one hour out for lunch. Students at the school are divided into groups for training purposes but in actual welding practice each student is assigned to an individual booth and receives individual attention from the instructors.

Each group is instructed at the beginning of a new exercise and these instructions will include an actual demonstration by an instructor, covering the proper method of carrying out the practice exercise assigned for the day, the instructors will be engaged in inspection of the students' work and checking the progress of the student for that day. From these daily inspections and personal observations by the instructors they can very readily tell if the student is advancing as he should or if he needs special attention. At the end of each day all practice shall cease at 3:45 P.M. and each student shall spend the remaining 15 minutes performing the following duties by way of forming good habits for the days when he will be welding commercially.

End of Day Routine

1....Turn off welding machine and coil electrode cable on place provided in booth.

2....Deposit all practice plates, and other material approved by the instructor as of no further use, in the place provided for refuse.

3....Clean the welding bench thoroughly, wire brushing and chipping off any metal that may have spattered on it.

4....Sweep out the floor of your booth and adjacent aisle space, disposing of the refuse according to instructors' provisions.

5....Wipe off your welding machine carefully to remove all accumulated dust or other foreign matter.